DOCUMENT RESUME

ED 110 585 UD 015 415

AUTHOR Jablonsky, Adelaide, Comp.
TITLE School Desegregation and Organization: An Annotated Bibliography of Doctoral Dissertations.
INSTITUTION Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE Jul 75
CONTRACT 400-75-0008
NOTE 193p.; ERIC-CUE Doctoral Research Series, Number 10, July 1975
AVAILABLE FROM Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, N. Y. 10027 ($2.50, paper)

EDRS PRICE MF-$0.76 HC-$9.51 PLUS POSTAGE
DESCRIPTORS Abstracts; *Annotated Bibliographies; Community Involvement; Court Litigation; *Doctoral Theses; Educational Finance; Parent Influence; Private Schools; Research; *School Integration; *School Organization; School Segregation; Student Attitudes; Teacher Attitudes

ABSTRACT

One hundred and twenty-eight documents comprise this ERIC Clearinghouse on Urban Education comprehensive annotated bibliography of doctoral dissertations on School Desegregation and Organization. Documents were assembled through a computer search using the Datrix System of University Microfilms and through a manual search of the Dissertation Abstracts International dating from 1965 through 1973. The topics covered under Desegregation include the Courts and the Law, Impact on Staff, Impact on Students, Impact on Schools, and Impact on Parents and Community. Community and Culture, Finance, Evaluation, Staff, School Climate, History and the Law, and Private Schools subdivide the School Organization area. Documents within each topic are presented in order of year of completion and are cross-referenced in a subject index. Author and institutions indexes are also provided. (AM)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED110585

ERIC CLEARINGHOUSE ON URBAN EDUCATION

Teachers College, Columbia University
New York, N.Y. 10027

The ERIC CLEARINGHOUSE ON URBAN EDUCATION is part of the INSTITUTE FOR URBAN AND MINORITY EDUCATION (IUME), an agency for human resource development and school organization improvement in the nation's cities. Founded in 1973, the Institute is jointly sponsored by the Educational Testing Service, Princeton, New Jersey, and Teachers College, Columbia University, New York, New York.

ED110585

ERIC/CUE DOCTORAL RESEARCH SERIES
Number 10, July 1975

School Desegregation and Organization
An Annotated Bibliography of Doctoral Dissertations

Adelaide Jablonsky, Ed.D
Professor of Education
Ferkauf Graduate School of Humanities
and Social Sciences
Yeshiva University

with the technical assistance of
Kimberly Fahrer
ERIC/CUE

UD 015415

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ERIC CLEARINGHOUSE ON URBAN EDUCATION
Institute for Urban and Minority Education - Teachers College - Columbia University
New York, New York 10027

This bibliography is one in the ERIC/CUE Doctoral Research Series produced by the ERIC Clearinghouse on Urban Education under contract 400-75-0008 between the National Institute of Education (DHEW) and Teachers College, Columbia University. Additional copies will be available from:

ERIC Document Reproduction Service
P.O. Box 190
Arlington, Virginia 22210

Its ED identification number and full ordering instructions will be found in Resources in Education, the monthly ERIC abstract journal or can be obtained by contacting ERIC/CUE.

Copies are also available from the Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, New York 10027, for $2.50 each.

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgement in professional matters. Prior to publication, the manuscript was submitted to the Center for Policy Research, Inc., New York, New York, for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view of opinions of either the Center for Policy Research or the National Institute of Education.

TABLE OF CONTENTS

Preface iv

The Bibliography

Desegregation
- The Courts and the Law 1
- Impact on Staff 4
- Impact on Students 22
- Impact on Schools 51
- Impact on Parents and Community 61

School Organization
- Community and Culture 64
- Finance 93
- Evaluation 103
- Staff 127
- School Climate 145
- History and Law 159
- Private Schools 176

Indexes

- Subject 179
- Author 181
- Institution 183

PREFACE

The ten years since the enactment of ESEA Title I in 1965 have provided a unique opportunity for anthropologists, sociologists, political scientists, educators, and others to attempt to find answers to unanswered questions about the teaching-learning process, especially in relation to minority group children and youth and students from low socioeconomic backgrounds. Not only did the law provide extensive funds for compensatory education and innovative programs, but it also mandated evaluation of these programs. This flood of new programs provided fertile grounds for doctoral dissertation research on the education of minority populations.

The ERIC/CUE* staff, believing that much could be learned about doctoral research itself, children, and educational programs, decided to attempt to provide comprehensive collections of doctoral dissertation abstracts in those areas of special interest to the Clearinghouse. This document is one in this series of publications entitled the ERIC/CUE Doctoral Research Series.

Both a computer search, using the Datrix system of University Microfilms, and a supplementary manual search were done on Dissertation Abstracts International from 1965 through 1973. The subject terms which were used are: black, Puerto Rican, Mexican American, inner city, ghetto, urban, slum, rural, Negro, American Indian, disadvantaged, desegregation, Spanish surname.

---

*ERIC Clearinghouse on Urban Education; formerly known as the ERIC Information Retrieval Center on the Disadvantaged (ERIC/IRCD).

Over 700 abstracts were identified and sorted for the various bibliographies. Since indexing in Dissertation Abstracts International is based solely on words appearing in the titles, some relevant material may not have been uncovered in the search process.

The Clearinghouse would like to be informed of any appropriate dissertations, old or new, which do not appear in these bibliographies.

Dissertations are available in microfilm and paper copy from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106. Order numbers have been provided for each dissertation at the end of the citation. Please contact University Microfilms for current prices. Dissertations also may frequently be borrowed on inter-library loan from sponsoring universities.

The abstracts in this bibliography have been organized under various topics. Within each topic, the abstracts are presented in order of year of completion. The abstracts have been cross-referenced in a subject index. Author and institution indexes have also been included.

In the interest of objectivity and comprehension, all appropriate dissertations have been included, even though they may present conflicting views, and do not necessarily represent the Clearinghouse's policy or position.

Other bibliographies in this series are:

Mexican Americans: An Annotated Bibliography of Doctoral Dissertations. 83p. ED 076 714 (MF-$0.94; HC-$4.69)

School Desegregation: An Annotated Bibliography of Doctoral Dissertations. 142p. ED 078 098 (MF-$0.94; HC-$7.39)

Early Childhood Education for the Disadvantaged: An Annotated Bibliography of Doctoral Dissertations. 203p. ED 079 438 (MF-$0.94; HC-$11.20)

Curriculum and Instruction for Minority Groups: An Annotated Bibliography of Doctoral Dissertations. 108p. ED 086 748 (MF-$0.94; HC-$5.96)

Research on the Education of Black and Black-White Populations: An Annotated Bibliography of Doctoral Dissertations. 86p. ED 094 053 (MF-$0.94; HC-$4.69)

The Education of Puerto Rican Children and Youth: An Annotated Bibliography of Doctoral Dissertations. 39p. ED 094 054 (MF-$0.94; HC-$2.13)

Special Secondary School Programs for the Disadvantaged: An Annotated Bibliography of Doctoral Dissertations. 72p. ED 102 223 (MF-$0.94; HC-$3.58)

Dropouts: An Annotated Bibliography of Doctoral Dissertations. 126p. ED 096 362 (MF-$0.94; HC-$7.31)

Special Programs and Their Effects on Minority Children and Youth: An Annotated Bibliography of Doctoral Dissertations. 121p. (ED number to be announced)

All of these bibliographies have been entered into the ERIC system. The ED identification numbers and microfiche (MF) and paper copy (HC) prices have been noted above. They may be read in facilities which house the ERIC microfiche collection or may be purchased from the ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210. Order by ED number, stating desired quantity, type or reproduction (MF or HC) and enclosing payment. The prices quoted above include postage.

1. Howard, Michael Edward. The Social Scientists, the Courts, and the School Segregation Cases: A Historical Review. Stanford University, 1972. 204p. 73-4517.

This study examines the social scientific opinion presented in The School Segregation Cases chronologically and in terms of the conceptual framework Thomas Kuhn provided for exploring a scientific revolution. According to Kuhn a scientific revolution involves a change from one scientific theory or explanation to another theory incompatible with it; a change in the standards by which members of a scientific community determine what is to be accepted as a legitimate problem and problem-solution; and a change in the context within which subsequent scientific research is done.

This study explores the roots of the scientific assumptions implicit in Plessy v. Ferguson by examining the ethnologies and scientific theories of race written in the eighteenth and nineteenth centuries. It examines the writings of Franz Boas and a generation of his students, who challenged the root assumptions of these earlier scientific theories and provided the foundation of the scientific revolution explored in this study.

Then, the significance of the writings Gunnar Myrdal and Kenneth Clark delivered on the eve of The School Segregation Cases, the testimony thirty-five social scientists presented in these cases, and the two documents social scientists presented for appellate consideration are described. This study investigates the social scientific thinking of these writers and witnesses which reflected a change of perception both of social reality and the role of social scientists in interpreting social reality. The changing perception of social reality was reflected in Boas' concept of culture, Clark's Mid-Century White House Conference on Children and Youth, the social scientific testimony of the trial courts, and the first social scientific document presented for appellate consideration, "The Effects of Segregation and the Consequences of Desegregation: A Social Science Statement." From this perspective psychological maladjustments were seen as a reaction to a situation in which forced cultural or learned meanings close off the opportunity to experience an enlarged view of a changing world.

Boas' concept of education, the methodological appendices Myrdal provided in An American Dilemma, and the second social science document presented for appellate consideration, "Desegregation: An Appraisal of the Evidence," provided a new perspective on the role social scientists could play in shaping

public policy. Boas provided a concept of education which enabled social scientists to participate in social reforms as social scientists; Myrdal suggested that social scientists could pursue research on the likely consequences of alternative policy proposals; and Kenneth Clark, in the second social scientific document provided the clearest example of the change in perspective which was beneath the surface of the social science argument in The School Segregation Cases.

The Supreme Court accepted the social science argument on the effects of segregation. Although it did not accept the social scientists' recommendations for a program of immediate desegregation, the court's implementation order created the possibility that social scientific thinking could play a large role in subsequent school desegregation cases. Judge Wright's opinion in Hobson v. Hansen and Elizabeth Cohen's recommendations in A New Approach to Applied Research: Race and Education are explored to illustrate changes which have developed in the context within which subsequent social scientific research on school desegregation is done.

Kuhn's observation on the invisibility of conceptual revolutions is explored to provide a perspective on the impact the social science revolution in The School Segregation Cases may be having on contemporary educational policy. This study recommends that more attention be given to the social scientific thinking which has emerged from these cases. Since social science research is playing a larger role in shaping educational policy, it also recommends that the testimony social scientists are presenting in current school desegregation cases be published.

2. O'Dell, Edward Jack. A Study Of Recent Voluntary Techniques Of Public School Compliance With the Civil Rights Act of 1964 and the Construction Of An Exemplary Plan For Use By School Personnel. The University of Michigan, 1972. 264p. Chairman: Frederick Bertolaet. 72-29,101.

This is an investigation of 314 school systems throughout the United States which have voluntarily moved from a dual system of education to a unitary one (desegregation) in compliance with Title VI of the Civil Rights Act of 1964. The primary purpose of this investigation is to examine those compliance strategies which systems employ in the change-over process, to select those strategies that are most widely implementable, and, from those, to construct an exemplary plan of desegregation strategies which could be used elsewhere. The exemplary plan of compliance strategies is categorized for use in large and small systems (above 10,000 and below 10,000 student population); in systems with variable size black and/or white administrations; in systems with a variable black student enrollment; in systems with a variable percent drop-out and a variable percent college bound.

A summary of the primary findings is:

1. Of the sixty-seven compliance strategies submitted in a questionnaire to school superintendents, thirty-six strategies are rated highly effective when employed in school desegregation situations. These thirty-six strategies compose the broadly applicable exemplary plan. In the following categorical situations, subsets of the thirty-six effective strategies are found to be more successful when implemented:
   a. Sub-plan 1: School Districts With Greater Than 10,000 Enrollment (16 strategies)
   b. Sub-plan 2: School Districts With Less Than 10,000 Student Enrollment (14 strategies)
   c. Sub-plan 3: School Districts Desegregating After 1965-1965-1970 (15 strategies)
   d. Sub-plan 4: School Districts With Less Than 20 Percent Black Administrators (14 strategies)
   e. Sub-plan 5: School Districts With Greater Than 20 Percent Black Administrators (8 strategies)
   f. Sub-plan 6: School Districts With Less Than 2 Percent Black High School Dropouts (13 strategies)
2. Of all the sixty-seven compliance strategies on the superintendent's questionnaire, the most successful when implemented are those which require interaction between community and school personnel. Strategies which relate to the functions of the district superintendent tend to receive very favorable responses. Strategies which delineate services rendered by outside agencies tend to receive unfavorable responses.
3. The attitudes of a school's staff community-involved in the desegregation process-tend to be affected in a supportive or resistive manner by the percent of blacks in high school; the system's drop-out rate; the percent of students going to college; the percent of black-white administration; the year the desegregation process occurs.
4. In the analyses, blacks tend to favor a school administration that approaches being all white ($>20\%$). Blacks tend to favor systems with small percentages of black students in high school ($<20\%$). These attitudes were shared by whites.
5. Black attitudes are more favorable in systems which desegregated after 1965 than before 1965. White attitudes show no discernible difference whenever desegregation took-place-before 1965 or after.

Desegregation
Impact on Staff

3. Calinger, Walter Melvin. The Disadvantaged Child. The Ohio State University, 1970. 165p. Adviser: Professor Daniel L. Stufflebeam. 71-7413.

The major problem of this study is the development of necessary reports to better understand student enrollment and staff placement patterns in the State of Ohio. Also considered in the study are: (1) the effects of attitudes of teachers on disadvantaged students, and (2) the need for improvement in the information system used as the data collection agent.

Data was collected in every public school building in the State of Ohio. The data was categorized according to: (1) nonminority, (2) Negro, (3) Spanish Surnamed American (4) Oriental, and (5) American Indian. This data then served as a basis for the examination of student enrollment and staff placement patterns.

No data was collected on teacher attitudes. The literature was searched to provide information concerning teacher attitudes toward the disadvantaged child.

The data system used for this study is presented and in the concluding chapter suggested revisions to the system are explained.

The analysis of the data shows the situation in which Ohio Schools find themselves in regard to racial concentrations of students, professional and auxiliary staff.

Nearly 50 percent of the black students in Ohio and 88 percent of the white students attend schools which are 90 percent or more of their own race. In one of Ohio's major cities, with the highest degree of segregation, nearly 90 percent of its Negro students and 81 percent of its white students are in schools which are 80 percent plus of their own race.

While approximately 12 percent of the students in Ohio are Negro, all administrative positions have less than 5 percent employed from minority groups. Of the instructional positions, only the position of assistant principal with approximately 12 percent of its members from minority groups, reaches parity with the enrollment percentage. The classroom teacher category has 6 percent of its members from minority groups.

Two methods suggested as solutions to some of the problems of the disadvantaged are: (1) desegregation and (2) an experiential non-verbally oriented curriculum. It is also suggested that explicit methods be developed to involve members of minority groups in the education process at all levels.

A. Richardson, John Coakley. The Effects Of Teacher Race, Segregation/Desegregation, Student Race, and Student Sex on Teacher-Reported Student Behavior. University of Kentucky, 1971. 145p. Director: Dr. A. Edward Blackhurst. 72-21,479.

The purpose of this study was to determine the effects of teacher race, segregation/desegregation, student race, student sex, and interaction of these variables on teacher-reported student behavior.

Reporting samples from the public school teacher population in northeastern South Carolina, rated the behavior of two randomly selected students groups; one group prior to massive desegregation, and another group during the year of massive desegregation. Teachers reported behavior on a standardized instrument, the School Behavior Checklist, which included factors (1) low need achievement, (2) aggression, (3) anxiety, (4) academic disability, (5) hostile isolation, (6) extraversion, and (7) total disability (composite score).

The data were analyzed using multivariate analysis of variance with significance at the $< .01$ level. Separate analyses were made of primary and intermediate grade level data.

Results of the investigation led to the following conclusions:

1. Teacher-reported student behavior will be affected by teacher race. Black teachers, compared to white teachers, at the primary level, will report more deviant behavior on checklist factors of aggression, anxiety, hostile isolation, academic disability, and total disability. Black teachers, compared to white teachers, at the intermediate level, will report more deviant behavior on checklist factors of anxiety, academic disability, hostile isolation, and total disability.
2. Teacher-reported student behavior will be affected by segregation/desegregation status. More deviant behavior will be reported on checklist factors of low need achievement, aggression, academic disability, hostile isolation, and total disability at the primary grade level after massive desegregation. Intermediate level teachers will report more deviant behavior on checklist factors of low need achievement, anxiety, academic disability, and total disability after massive desegregation.
3. Teacher-reported student behavior will be affected by student race. Black students' behaviors will be rated more deviant than white students on behavior checklist factors of low need achievement, aggression, anxiety, academic disability, and total disability at both primary and intermediate grade levels.
4. Teacher-reported student behavior will be affected by student sex. At the primary level, teachers will report more deviancy among males than females on behavior checklist factors of low need achievement, aggression anxiety, academic disability, extraversion, and total disability, while rating females more deviant

on hostile isolation. At the intermediate level, teachers will report more deviancy among males than females on the factors of low need achievement, aggression, academic disability, hostile isolation, extraversion, and total disability, while rating females more deviant on anxiety.
5. Teacher-reported student behavior will be affected by the two-way interaction of teachers' race and segregation/desegregation at the intermediate level only. Both black and white teachers' ratings of deviant behavior will increase after massive desegregation. Black teachers will report a higher rate of increased deviancy than white teachers on factors of low need achievement, aggression, and total disability, while white teachers' reported rate of increased deviancy will be higher than black teachers on the factor of academic disability. The interaction of teacher race and segregation/desegregation will not affect teacher-reported student behavior at the primary level.
6. Teacher-reported student behavior will be affected by the three-way interaction of teacher race, segregation/desegregation, and student race at the primary level only. Differences between black and white teachers' ratings of white students on factors of academic disability and hostile isolation will converge from segregation to massive desegregation, while the magnitude of differences between black and white teachers' ratings of black students will remain approximately the same from segregation to massive desegregation. White teachers, compared to black teachers, will report a higher rate of increased deviancy for white students on the factor of total disability. Teacher-reported student behavior at the intermediate level will not be affected by the three-way interaction of teacher race, segregation/desegregation, and student race.

5. Cochran, Robert Bennett. The Effect Of White Teacher-Black Student Interaction On Changing Social Distance Attitude Of White Teachers. Mississippi State University, 1972. 68p. Supervisor: Dr. James R. Thomson, Jr. 72-20,268.

The problem was to determine whether teaching in newly desegregated schools would produce any statistically significant change in social distance of white teachers as measured by the Bogardus Social Distance Scale and to statistically compare age and sex group differences on pre-test and post-test scores.

Hypotheses

1. There will be no statistically significant difference between the mean of the pre-test scores and the mean of the post-test scores on social distance attitude of white teachers, as measured by the Bogardus Social Distance Scale, after interaction within a racially-integrated classroom situation for a period of one school year.

2. There will be no statistically significant difference between the mean score of teachers' social distance attitudes as measured by the Bogardus Social Distance Scale, before interaction within a racially-integrated classroom when teachers are grouped according to age.
3. There will be no statistically significant difference between the mean score of teachers' social distance attitude as measured by the Bogardus Social Distance Scale, after interaction within a racially-integrated classroom when teachers are grouped according to age.
4. There will be no statistically significant difference between the mean scores of male and female teachers, as measured by the Bogardus Social Distance Scale, before interaction within an integrated classroom situation for a period of one school year.
5. There will be no statistically significant difference between the mean scores of male and female teachers, as measured by the Bogardus Social Distance Scale, after interaction within an integrated classroom situation for a period of one school year.

The sample used in this study consisted of the total population of white teachers in Zone #3 of the Louisville Municipal Separate School District, minus ten teachers who were pre-exposed in schools where they were working across racial lines. These teachers were excluded from the study. The sample for this study volunteered to participate, no coercion was used.

There were four schools in Zone #3 of the Louisville School District with the racial makeup of white teachers having a slight majority for the faculty and the black students showing a slight majority for the students.

One week prior to the beginning of the 1970-71 school year, seventy-eight participating teachers were administered the Bogardus Social Distance Scale at their respective school levels: lower and upper elementary, junior high, and senior high school.

At the conclusion of a nine-month school year, seventy-four participating teachers were administered the Social Distance Scale as a post-test. All tests were hand scored.

The t-test was the statistical technique that was employed to test hypothesis #1. The statistical technique that was employed to test hypotheses #2 and #3 was the analysis of variance. The statistical technique that was employed to test hypotheses #4 and #5 was the t-test.

Conclusions

1. White teacher social distance attitude is not affected significantly by interacting with Negroes for one school year.

2. White teacher age is not a factor in social distance attitude toward Negroes.

3. Interaction for one school year will not significantly affect the white teacher social distance attitude toward Negroes according to age.

4. The sex of white teachers is not a factor in social distance attitude toward Negroes.

5. Interaction will affect the white male teacher significantly more than it will affect the white female teacher on social distance attitude toward Negroes.

6. Colquit, Jesse Lee. A 1972 Investigation Of the Number and Level Of Professional Assignments Of Black Administrators In Indiana Public School Corporations As Compared With April 1969. Ball State University, 1972. 223p. Adviser: Dr. George Marcennit. 73-4087.

The problem was to determine the number and level of professional assignments of black administrators in Indiana public school corporations as compared with April 1969; and to discover the present perception of the position status of the black administrators serving Indiana public school corporations in April 1969.

Two survey instruments were utilized. One was designed to obtain the 1972 status and titles of black administrators in Indiana public school corporations. The second instrument solicited the present perception of individual status of 130 black personnel identified as administrators in Indiana public school corporations in April 1969 and presently employed in some capacity in an Indiana school corporation.

The data showed an increase in the number of black administrators from 151 in April 1969 to 243 in April 1972. Based on the total number of black administrators, the percentage of principals and assistant principals had decreased.

Comparing the number of black administrators employed in Indiana public school corporations in 1969 with 1972 findings showed: 1. A 5 per cent decrease in the number of assistant principals and principals. 2. A 5 per cent increase in the number of staff positions held by black administrators. 3. A 7 per cent decrease in the number of assistant elementary school principalships held by black administrators. 4. A 5 per cent decrease in the number of elementary school principalships held by black administrators. 5. A 2-½ per cent increase in the number of assistant junior high school principalships held by black administrators. 6. A 2 per cent increase in the number of junior high school principalships held by black administrators. 7. A 3 per cent increase in the number of assistant high school principalships held by black administrators. 8. One-half per cent decrease in the number of high school principalships held by black administrators. 9. A 2-½ per cent

decrease in the number of black supervisors. 10. A 1 per cent decrease in the number of black coordinators. 11. A 1 per cent increase in the number of black directors. 12. A 7-½ per cent increase in the number of new positions held by black administrators. 13. A 4 per cent increase in the number of black deans of students. 14. A 1 per cent increase in the number of black head teachers. 15. A 3 per cent decrease in administrative positions no longer held by black administrators. 16. The number of black administrators holding titles of personnel associate, chief psychologist, community liason, and research assistant did not change between 1969 and 1972. There was a 2 per cent decrease in the percentage of the total number of black administrators in Indiana public school corporations. 17. The number of black administrators holding the titles of assistant superintendent and consultant increased while the percentage of black personnel holding the positions remained the same in proportion to the total number of black administrators.

The major findings were as follows:

1. The decrease in principalships and other line positions held by black administrators in proportion to the total administrative positions held by black administrators in Indiana public school corporations suggested a trend toward the employment of more black administrators in staff positions.

2. Traditionally administrators assigned to "line" positions have had higher status than administrators assigned to "staff" positions. On this basis the percentage of black administrators in higher status or line positions have decreased. Conversely black administrators having lower status or staff positions have increased.

7. Cox, George Washington. A Look At Faculty Desegregation Methods At A Select Group Of Schools In the Memphis City Schools. The University of Tennessee, 1972. 134p. Major Professor: Dr. Francis M. Trusty. 72-21,346.

The primary purpose of this study was to identify the methods for achieving and problems related to the desegregation of professional staffs as a select group of schools in the city of Memphis, Tennessee. This study was restricted to a select number of teachers in two large secondary schools in Memphis and their respective feeder schools.

A thorough exploration of existing literature and utilization of the resources of the Division of Race Relations, Memphis City Schools, provided background for the study of desegregated staffs.

A questionnaire was designed and utilized to collect the data needed to ascertain, to some extent, the perceptional effectiveness of staff desegregation efforts in the two large attendance areas in the northern section of the city of Memphis. The questionnaire consisted of a checklist composed of seventy-

seven positive and negative attitudinal specimens arranged randomly. In addition to the specimen checklist, it also contained a brief personal data section relative to race, sex and work experience.

From tabulation of the approximately eighty percent of returns, the data were reported and discussed in dimensions of attitudes and perceptions relating to faculty desegregation. To facilitate compilation and computations necessary to the discussion of such data volume, a computer program was designed to accomplish the statistical treatment of data.

In the statistical analyses of data, numerical distributions, +/- ratio scores, and percentages were determined, individually and by categories. Standard deviations were computed for the total population and by categories. Item analyses of the specimens were provided by testing for significant chi-squares. Chi-square tests were made of demographic data. Correlation coefficients were computed for every appropriate purpose.

The coefficient of reliability of the checklist was computed at .738. Verification of this level was obtained in the disclosure that negative specimens had been marked at a ratio of 1.06 to positive specimens. The standard deviation for +/- ratio scores was established as 8.35.

The population was subdivided into eight groups, and homogeneity of the population was shown by analysis of responses to demographic questions. The groups were Male Black Tenured, Male Black Non-Tenured, Male White Tenured, Male White Non-Tenured, Female Black Tenured; Female Black Non-Tenured, Female White Tenured and Female White Non-Tenured.

According to the suggestions made by the respondents who have experienced some staff desegregation, the following implications were relevant for the Memphis City Schools and other communities facing this situation:

1. It is important to have a definite plan of action in desegregating professional staffs. A statement of policy should be developed with provisions made for its continued implementation.
2. Individual school systems differ; therefore, each system should assume the responsibility for the development of a plan for staff desegregation that will facilitate smooth implementation. Careful planning will help a system attempting desegregation to become aware of many areas where obstacles might be encountered.
3. The cooperation of the community, teachers and students is absolutely essential for successful staff desegregation. This is best accomplished by actively involving these publics in initial stages of the planning process and its implementation.
4. The good-will and cooperation of all the news media are necessary to successfully implement a program of staff desegregation and to minimize misunderstanding and undesirable publicity.

5. Regardless of the method or approach used, the teachers placed in a desegregated setting should be of the highest calibre.
6. Special efforts should be made for the involvement of Black and White teachers on committee assignments, in-service meetings and professional associations to establish and maintain professional lines of communication.
7. Sound educational leadership is essential for effective implementation of staff desegregation. A positive approach and a more positive attitude must be taken at all levels of administration from the chairman of the Board of Education down to the building principal relative to the desegregation process.
8. Blacks must be in actual decision-making roles so as to have a direct line to and from the Black teachers, students and community which increasingly constitutes a large segment of the urban school constituency.
9. A well-planned program of desegregation should include faculty desegregation. The desegregation of teachers provides bi-racial experiences for all students. The positive benefits students would derive from teacher desegregation would more than compensate for the extra planning necessary to accomplish that part of a desegregation program.
10. Future research efforts in the area of staff desegregation are needed to assess methods and approaches that seem most successful.

Each community is unique-no one program of faculty desegregation can be set up as a model for other school systems. School desegregation programs that include faculty desegregation have been devised which will improve the quality of education for all children. Where local and state school officials exert vigorous leadership, desegregation is more successful. Maintenance and improvement of educational standards and the provision of remedial assistance are critical factors in effective school desegregation. It is also important to take steps to avoid or reduce racial tensions in newly desegregated schools.

8. Eubanks, Eugene Emerson. Teachers' Job Satisfaction and Dissatisfaction In Defacto Segregated High Schools. Michigan State University, 1972. 128p. 73-5366.

The major purposes of this study were to determine if there were significant differences between the perceptions of teachers in black and white high schools and between black and white teachers in black high schools on the five variables: job satisfaction; teacher-student relations; status of a white school as opposed to a black school; attributes essential for the success of a teacher;

and behavioral, emotional, and social characteristics of the students in their schools.

The hypotheses were tested at the .05 level using the univariate analysis of variance, chi square test of population variance, or the two-tailed "t" test.

The following hypotheses were rejected at the .05 level: (1) There is no significant difference between the job satisfaction of teachers in black schools as opposed to the job satisfaction of teachers in white schools. (2) There is no significant difference between the teacher-student relations of teachers in black schools as opposed to the teacher-student relations of teachers in white schools. (3) There is no significant difference in the prestige status of a white school as opposed to the prestige status of a black school. (4) There is no significant difference in the emotional, behavioral, and social characteristics of students in white schools as opposed to the emotional, behavioral, and social characteristics of students in black schools.

These null hypotheses were not rejected at the .05 level: (1) There is no significant difference between the job satisfaction of black teachers in black schools as opposed to the job satisfaction of white teachers in black schools. (2) There is no significant difference between the teacher-student relations of black teachers in black schools as opposed to the teacher-student relations of white teachers in black schools. (3) There is no significant difference in the emotional, behavioral, and social characteristics of students in black schools, as perceived by black teachers, as opposed to the emotional, behavioral, and social characteristics of students in black schools, as perceived by white teachers. (4) There is no significant difference between those teacher characteristics essential to success in a black school as opposed to those teacher characteristics essential to success in a white school. (5) There is no significant difference between those teacher characteristics perceived as essential to success by black teachers in black schools as opposed to those teacher characteristics perceived as essential to success by white teachers in black schools.

The research sample was comprised of ninety-seven teachers randomly drawn from the defacto segregated high schools in Cleveland, Ohio; fifty were from black schools and forty-seven were from white schools. The racial make-up of the sample was twenty-five black teachers and twenty-five white teachers from the black schools and eight black teachers and thirty-nine white teachers from the white schools.

Data were obtained for the sample by use of a questionnaire, devised by Richard Spillane and revised for this research to solicit the teachers' perceptions of certain factors affecting their job satisfaction.

Within the limitations of this study, the following conclusions were drawn: 1. Teachers in white schools rate higher on job satisfaction than teachers in black schools. 2. Teachers in white schools perceive better teacher-student relations than their colleagues in black schools and perceive their students in a more positive manner than the teachers in black schools. 3. Teachers believe that working in a white school is more prestigious than working in a black school. 4. The perceived characteristics of a teacher essential for success in a white school does not differ significantly from the perceived characteristics essential for success in a black school. 5. Black teachers in black schools do not differ significantly from white teachers in black schools on their ratings of job satisfaction. 6. Black teachers in black schools do not differ significantly from white teachers in black schools in their perception of teacher-student relations. 7. Black teachers in black schools do not differ significantly from white teachers in black schools on their perceptions of the characteristics posessed by students in black schools.

9. Lauderman, William Clarence. Faculty Desegregation: An Investigation Of Teacher Attitude Change. Wayne State University, 1972. 208p. Adviser: Roger A. DeMont. 73-12,557.

The investigation studied the attitudes of teachers on desegregated faculties. The specific problems were: the changes in teachers' attitudes after teaching one year on a desegregated faculty; the differences in attitude change between the nontransferred and transferred teachers and between voluntarily and involuntarily transferred teachers; and the relationship of the factors of sex, age, race, grade level assignment and inservice training to attitude change of voluntarily and involuntarily transferred teachers.

The research was conducted in the Dayton, Ohio public school system during the 1971-72 school year. The attitudes and perceptions of the 490 teachers were measured prior to the start of school and again at the conclusion of the school year. An instrument based on the semantic differential technique was used to measure teachers' attitudes toward six concepts; their job, themselves, their students, their fellow staff members, and their perceptions of parents. Of the 490 teachers included in the study, 280 had transferred voluntarily, 81 had been transferred involuntarily and 129 had not been transferred and were teaching on the same faculty as the previous school year.

Both transferred and non-transferred teachers held more negative attitudes toward their job, their students and their fellow staff members after one year. Voluntarily transferred

teachers' attitudes were more negative after one year toward their job, themselves, their students and in their perceptions of parents' attitudes. It was concluded that teaching one year on a desegregated faculty apparently will not improve the attitudes of voluntarily transferred, involuntarily transferred and non-transferred teachers.

The factors of sex, age, race, grade level assignment and in-service training were not related to attitude change of voluntarily transferred teachers. There were some indications that age, grade level assignment and in-service training did have some effect upon teachers' attitudes toward some of the concepts measured. However, their effect was not uniformly significant in all instances.

It was concluded that the factors of sex, age, race, grade level assignment and in-service training were not related to attitude change of involuntarily transferred teachers. In some instances all of the factors had some effect upon attitude change. Their effect was not found to be significant in all situations.

Recommendations include the following: 1. A program should be structured aimed at improving teachers' attitudes which would be conducted on an on-going basis. 2. Principals and supervisors must make a concerted effort to assist teachers in solving problems. 3. In-service training programs presently offered must be changed or discarded completely. 4. A pre-planned teacher rotational program should be structured to include visitations to the new assignment throughout the year prior to reassignment. 5. The practice of allowing teachers to volunteer to transfer or to designate their assignment choice should be eliminated. 6. Teacher training institutions must offer programs which will prepare prospective teachers to function in a variety of situations.

Further study should be conducted to: 1. Identify those characteristics of teachers which are most desirable in a desegregated situation. 2. A comprehensive investigation of in-service training programs should be made to discover which approaches have the most positive and lasting effect upon teachers' attitudes. 3. A study of the negative attitudes of high school teachers and the causes should be undertaken.

10. Mornell, Eugene Samuel. The School Desegregation Decision: Behavior and Value Change Under Conditions Of Uncertainty. Claremont Graduate School, 1972. 171p. 72-30,545.

Perhaps there is no more controversial issue in American education then school desegregation, and dissension in history, law, and research surrounds all aspects of the desegregation decision. The desegregation decision sometimes is perceived as the result of conflict or violence, desegregation taking place only when school board members relent in opposition to desegregation because the magnitude of the protest is greater than the magnitude of the problem. Other students of desegregation, however, believe that school

board members are inaccessible to outside influence, seek to satisfy the majority community, and do not change their position on desegregation; desegregation occurs only when proponents replace opponents on the school board.

This study suggests that the desegregation decision is a decision made under conditions of uncertainty, based on the values of the decision maker rather than past experience or objective criteria. Further, it suggests that there are board members who changed from public opposition to support for desegregation, essentially were unaffected by external pressure, and experienced a value change prior to behavior change. Since the experimental literature does not provide an adequate model of behavior and value change, three such models are developed: forced compliance, political accommodation, and secular conversion.

Five board members in three California school districts, selected from among the few districts which have implemented comprehensive desegregation plans, provide the focus of the study. Given a situation of limited access to data on behavior and value change, a field research and reporting methodology is developed. This methodology might be termed anthropological, but disciplinary distinctions are deemed unnecessary. Evaluation of district records and other written materials, participant observation, interviews, and cross-validation of statements and perceptions are employed, based on extensive prior experience in the districts. The behavior and value change models provide a framework for the methodology.

The study essentially confirms the original suggestions about behavior and value change. Change from public opposition to support for desegregation is described in the five anticipated cases. The process of change for three of the five board members is described as secular conversion, with another tentatively described in this way, while the process for the fifth board member is described as political accommodation. There is little or no forced compliance. All five board members who changed are white Protestant, politically conservative Republicans. The only woman on each school board reflects a behavior change, three in all, and in two cases secular conversion is described.

A value conflict is found in all cases, including political accommodation, and only in political accommodation is external pressure significant. The extent of segregation and the means required to eliminate it are viewed as less significant than board commitment based on values. The superintendent in each of the districts studied is described as an enabler rather than a prime mover, having influence to slow or prevent desegregation but not to force it. A value change from an emphasis on individual freedom to social equality is described in secular conversion, while compromise remains the principal value in political accommodation.

The role of personal influence, and events with personal meaning for board members who demonstrate value change, is described as significant. There is little direct correlation between beliefs on issues related to desegregation and change in behavior or values. Finally, secular conversion is described in terms of a flexible ideological personality and the incorporation of new experience to build a new identity.

11. Orr, Joseph A. The Displacement Of Black High School Principals In Selected Florida Counties and Its Relationship To Public School Desegregation Within Them: 1967-1972. The Florida State University, 1972. 147p. Major Professor: Mildred E. Swearinger. 73-4698.

This study was conducted: first, to determine if a relationship existed between the desegregation of the public schools and the percentage of black high school principals employed in the largest ten Florida counties from 1967 through 1972; second, if a relationship existed, to determine its nature and scope as well as what its implications meant for future employment of black educators, and for opportunities needed for their further development.

Specifically, the study was conducted to:

1. Identify black high school principals who had been displaced because of school integration.
2. Obtain insights into the major reasons for such displacements.
3. Gather information about the qualifications, certification status, age, family status, and sex of those who had been displaced.
4. Determine if legal problems had arisen from the displacement of black high school principals.
5. Determine how those who had been displaced were subsequently employed.
6. Seek information that would provide a basis for preventive and remedial action to assist displaced black principals in efforts to qualify for new assignments in education and related fields.

The subjects for this study consisted of black high school principals employed in: Dade, Broward, Duval, Hillsborough, Pinellas, Orange, Palm Beach, Brevard, Polk, and Escambia Counties. The principal data gathering device was the Displaced Principals Assessment, a special questionnaire and schedule designed for this study. Other important sources of data for this study included: the certification file of each subject, HEW school desegregation reports (1967-1972), selected school board minutes, HEW and court ordered desegregation plans, the Florida Educational Directory (1967-1972), and appropriate resource persons.

After the data were collected, they were subjected to external and internal criticism to determine their authenticity, accuracy, and relevancy. Data pertaining to the six hypotheses and three questions asked in the study were examined through qualitative analyses of the information collected for each item. The data were expressed quantitatively in the form of ten tables and two graphs.

Major Findings:

In Florida's largest ten school districts:

1. The scope and momentum of desegregation in Florida schools increased sharply during the period September, 1967 to June, 1972.
2. A strong relationship exists between desegregation and the striking decrease in the number of black high school principals.
3. Displacement of black high school principals had little or no relation to their certification status, college degrees, experience, age, family status, or sex.
4. Problems regarding the employment status of displaced high school principals tended not to be crucial or involve legal problems if salary and continuing contract status were maintained.
5. Most of the high schools formerly administered by black high school principals have either been closed or changed to elementary, middle, or junior high schools.
6. No displaced high school principal was either dismissed or forced to resign from employment.
7. All displaced high school principals regarded their change in employment status as a direct outcome of the desegregation process.
8. No white high school principals were displaced.
9. The state government of Florida played a passive role during the desegregation of the Florida public schools.
10. The state government of Florida took no official action to rectify the displacement of black high school principals.

This study was concerned exclusively with black high school principals in Florida's largest ten counties; therefore, the conclusions derived from it were limited to this specific population. No attempt was made to establish causation in this study.

12. Owen, James Ernest. Role Expectations and Local-Cosmopolitan Orientation As Factors Related To Teacher Assignment in Desegregated Schools. Auburn University, 1972. 190p. Supervisors: John C. Walden and R. Stafford Clark. 73-1904.

Predicated on the concepts of reference group theory and role theory, the central thrust of this study was the investigation of differences and relationships between the role expectations and local-cosmopolitan orientation of black and white teachers as measured before and after total desegregation.

The study proceeded from a conceptual model in which demographic, structural and personal orientation concepts were postulated as influencing stated role behavior patterns to an operational design whereby the model was tested through the employment of a questionnaire instrument containing two test measures for which traditional statistical tests were employed to support the analysis.

Two problem statements pervaded the study and were investigated to determine if there were significant differences and relationships. There were as follows: 1. Were there significant differences and relationships between role expectations and local-cosmopolitan orientation of black and white teachers as measured before and after total desegregation of pupils, faculty and staff? 2. Did significant changes in role expectations and orientation of teachers occur during the intervening years as measured before and after total desegregation?

Data were collected and organized around six hypotheses formulated from the two problem statements. Data indicated that there were no significant differences and relationships regarding the role expectations of black and white teachers in the global population before and after total desegregation. No significant differences were found in the orientation of white cross-over teachers before and after total desegregation. However, significant differences were observed in the orientation of black cross-over teachers.

13. Pinkney, Hallowed Be. Organizational Climate Of Desegregated Elementary Schools: A Study Of Teachers' (Black and White) Perceptions Of Elementary Schools With Black Or White Principals. The Florida State University, 1972. 124p. Major Professor: Dr. Herman L. Frick. 72-21,326.

The Purpose: The purpose of this study was to compare black and white teachers' perceptions of the factors which comprise the Organizational Climate in desegregated elementary schools which have black or white principals. In addition, this study examined the eight subtests of the Organizational Climate Description Questionnaire (OCDQ) to determine if there were subtest differences (disengagement, hindrance, espirit, intimacy, aloofness

production emphasis, thrust, and consideration) as perceived by black and white teachers of the organizational climate as described above.

Population and Sample:

The population consisted of 200 desegregated elementary schools in the Tampa Bay Area of Florida. The counties of Hillsborough, Pinellas, Manatee, and Sarasota comprised the area. The population was divided into three strata: (1) large and small counties, (2) the race of the principal, and (3) the race of teachers. A stratified random sample of thirty schools (black and white principals) were drawn for this study. Principals (black and white) were selected at random from each stratum in proportion to the actual size of the group in their respective schools. Data Gathering Instrument: The Organizational Climate Description Questionnaire (Halpin and Croft 1963) was used to measure teachers' perception of the factors which comprise the organizational climate of schools.

Three-hundred questionnaires were administered to ten teachers (black and white) in each school. Eighty-five percent of the questionnaires were returned and analyzed. Only the extreme types of climates (more open and more closed) were used for identifying organizational climates.

Statistical Procedure Used: The t test of significance was used to test the eight null hypotheses. The analysis of variance was used to test the overall factors of race of teachers and race of principals. The .10 level of significance was used in all statistical tests.

The Conclusions of the Study were:

1. Black teachers do not perceive organizational climate of schools led by black or white principals differently.
2. The race of the principal has no significant effect upon the perception of black teachers.

3a. In integrated faculties black teachers perceived white principals to be more intimate than did white teachers; and white teachers perceived black principals to be a greater hindrance than white principals.

3b. White teachers perceived black principals as maintaining greater espirit than black teachers perceived white principals to maintain.

3c. Teachers' (black and white) perceived white principals as less considerate than black principals.

4. White teachers perceived principals (black or white) to be more of a hindrance than black teachers.

5a. Fifty percent of the subtests were significant and fifty

percent were non-significant.

5b. There were significant differences shown on the subtests of disengagement, intimacy, production emphasis, and consideration.

6. With respect to the openness or closedness of the organizational climate of schools, a higher percentage of schools with black principals were perceived as more closed than schools with white principals.

14. Ramsey, Tracy Webb. A Study Of Morale and Interracial Prejudice Of High School Teachers Involved In Faculty Desegregation. George Peabody School for Teachers, 1972. 113p. Major Professor: Dr. James Whitlock. 72-25,401.

The primary purpose of this study was to measure the attitudes of morale and interracial prejudice of high school teachers involved in faculty desegregation. A related purpose was to determine which teachers were adjusted well enough to their new position to continue and to decide if a guideline could be established which would assist in the assignment of teachers in the future.

Data were obtained from the records of the Nashville Public Schools. It was necessary to place Nashville's 23 high schools into one of the following three classifications.

1. Predominantly black-a student body of 70 to 100 per cent black.
2. Predominantly white-a student body of 70 to 100 per cent white.
3. Mixed-a student body of 30 to 70 per cent black or white in the majority.

The student body compositions were determined by the 1970-71 fact sheet supplied by the personnel office of the Nashville Public Schools. After the schools were assigned to each classification, three schools from each classification were selected. A random selection took place in two of the three classifications. There were only three predominantly black schools, so all three were used.

A total of nine schools participated in the study. The faculties of each school classification were divided into the following three groups.

1. New teachers: persons beginning their first year of teaching in Nashville Public Schools.

2. Cross-over teachers: persons reassigned to achieve racial balance among all school faculties.

3. Non reassigned teachers: persons teaching in the same school as they were in the 1969-70 school year.

Two instruments, Purdue Teacher Opinionaire and Interracial Problem Solving Test, were utilized in the study. The Purdue Teacher Opinionaire was chosen to measure teacher morale

and teaching staff morale. The Interracial Problem Solving Test was selected to measure interracial prejudice among Negroes and white persons.

From this data a number of "t" tests and correlations were computed.

Principal Findings

1. When black teacher groups were compared with each other on interracial prejudice, there were no significant differences.
2. When black teacher groups were compared on morale, no significant difference was noted.
3. When white teacher groups were compared on interracial prejudice, significant differences were reported.
4. When white teacher groups were compared on morale scores, significant differences were noted.
5. When black and white teachers were compared with each other on morale, no significant difference was noted.
6. When morale and interracial prejudice was correlated, the correlation coefficient was .79.

Recommendations

1. The findings of this study were based on only one school system. It is suggested that further studies of faculty desegregation be made in various types and sizes of school systems.
2. A training program must be developed for teachers who will be faced with classroom situations where their race will be in the minority.
3. Further studies should be made to find out the affect of teacher attitudes on pupil learning and behavior in the classroom.
4. New teachers can be placed in situations where individual school facilities are trying to achieve faculty desegregation. New teachers produced the lowest mean prejudice scores of any teacher groups.
5. Crossover teachers scored low on both morale and interracial prejudice. Additional supervisory staff must be added to help the crossover teachers with day-to-day problems, as well as summer in-service programs, to work out their problems.
6. All teachers should be well informed about how other school systems are solving their problems concerning faculty and student desegregation.

Desegregation
Impact on Students

15. Miller, Harold J. The Effects Of Integration On Rural Indian Pupils. The University of North Dakota, 1968. 149p. Adviser: Dr. Clyde M. Morris. 69-8560.

The purpose of this study was to determine the effects of attending predominantly non-Indian schools on rural Indian pupils.

The population for the study consisted of 704 grade nine pupils who were enrolled in twelve predominantly non-Indian public schools in six Reservation Areas, all geographically situated within or adjacent to the State of North Dakota. The study included four types of grade nine pupils: (1) Indian pupils who had attended schools with predominantly Indian enrollment, grades one to eight, (2) Indian pupils who had attended schools with predominantly non-Indian enrollment, grades one to eight, (3) non-Indian pupils who had attended their present school, with predominantly non-Indians, grades one to eight, and (4) non-Indian pupils who had transferred to their present school at the start of grade nine after attending predominantly non-Indian schools. Measurements were made for all of the pupils on achievement, intelligence, alienation, and attitude toward school. In addition, data were collected on selected cultural variables. The primary statistical procedures used in the analysis of data were analysis of variance, chi-square, multiple linear regression, and the t test.

The findings of this study supported the following general conclusions:

1. There was a consistent, positive relationship between low cultural, economic, and social levels and low achievement, low intelligence, high alienation, and negative attitudes toward school. This finding held true regardless of race, geographical location, or type of school attended.

2. Non-Indian pupils clearly had higher achievement and intelligence scores, lower levels of alienation, and more positive attitudes toward school. These non-Indians also rated higher than the Indians on each of the variables designed to measure socio-economic levels.

3. There was no evidence that achievement, intelligence, alienation, or attitude toward school scores differed by sex within pupil groups.

4. Evidence was found that the quality of instruction or the type of school attended could not alone have been responsible for the different performances of the pupil groups.

5. Indian pupils who had attended predominantly non-Indian schools were found to have a higher level of achievement, a lower level of alienation, and a more positive attitude toward school than Indian pupils who had attended a predominantly Indian school. Since these two pupil groups showed similar socio-cultural levels, it was concluded that the exposure of Indian pupils to integrated circumstances, primarily through the school, did contribute to the group differences.

6. The general overall cultural ranking, from high to low, for the Reservation Areas was: (a) White Earth, (b) Fort Peck, (c) Turtle Mountain, (d) Fort Berthold, (e) Fort Totten, and (f) Standing Rock. The areas showing the lower cultural levels scored lowest on achievement and intelligence, and highest on alienation.

7. A majority of the non-Indians did not accept, in a social or work situation, any of the Indian pupils with whom they had been in school throughout the elementary grades. Non-Indians who had attended predominantly non-Indian elementary schools accepted, after one month in an integrated school, Indian classmates in a proportion equal to that of the non-Indians who had been in integrated schools for eight years. In many of the so called "integrated" classrooms, a segregated situation existed.

8. Indian pupils were found to be more outside-race oriented than non-Indian pupils. The type of school an Indian pupil attended did not appear to effect within-race and outside-race orientation.

16. Lammers, Donald Milton. Self Concepts Of American Indian Adolescents Having Segregated and Desegregated Elementary Backgrounds. Syracuse University, 1969. 142p. 70-14,723.

The purpose of this study was to compare the self concepts and academic achievement of two select groups of Onondaga Indians (one group educated in a segregated elementary school and the other in a desegregated elementary school) and a select group of white students attending junior high school.

Sub-purposes of the study were to compare the academic achievement levels, current self-concepts, current class rankings, and attitudes toward different testing situations (degree of test anxiety) for the three groups of students.

Self concept was measured by the Self-Social Symbols Tasks (Ziller, Long, Henderson, 1966a) and the Self-Concept of Ability Scale (Brookover, 1962).

An academic achievement data form was used to obtain the elementary school grade point average for each student and other relevant data.

A class ranking form was completed by the junior high school teachers of five subject areas in order to determine

the current class rankings of the students.

The instrument chosen to measure the degree of test anxiety displayed by the members of each group was the Questionnaire on Attitudes Toward Different Testing Situations (Mandler and Sarason, 1952).

The subjects were 45 American Indian and white students in central New York State. The instruments were administered by the investigator. All other data were collected from the school records. Analysis of the data was accomplished by means of non-parametric statistical methods that varied with the hypotheses tested.

In view of the findings of the study, the following conclusions can be stated:

1. There is evidence to indicate that significant differences in obtained elementary school grade point averages do exist among segregated Indian, desegregated Indian, and white students. In comparing the three groups, the median grade point average in order from lowest to highest was desegregated Indians, segregated Indians, and whites.
2. There is no significant evidence to indicate that, as measured by the Self-Social Symbols Tasks and Self-Concept of Ability Scale, differences exist in terms of self concept among segregated Indian, desegregated Indian, and white students.
3. There is evidence to indicate that significant differences in class ranking, as measured by a class ranking instrument, do exist among segregated Indian, desegregated Indian and white students. The white students had the highest percentage above the class median in junior high school English, mathematics, and social studies. The segregated Indians had the highest percentage above the class median in art and music. The desegregated Indians did not have the highest percentage in any of the five categories.
4. There is no significant evidence to indicate that, as measured by the Questionnaire on Attitudes Toward Different Testing Situations differences exist in terms of test anxiety among segregated Indian, desegregated Indian, and white students.

Certain aspects of the results of this study support the popular notion that there are social and educational advantages to be derived by Indian students educated in predominantly white elementary school culture and environment. The amount of possible effect on the Indians by the whites appear to be dependent on how well the Indians' culture and expectations match that of the white society which surrounds them.

17. Lombardi, Thomas Philip. Psycholinguistic Abilities Of Papago Indian Children. University of Arizona, 1969. 80p. Director: Howard C. Morgan. 69-18,331.

This study sought to investigate the psycholinguistic abilities of Papago Indian school children. Questions posed were related to comparisons of mean scaled scores from the ITPA composite and twelve subtests for the following three groups: Standardization and Papagos, First and Third Grade, and School Segregated and School Integrated.

Utilizing a stratified random sample, 80 subjects were drawn from a 70 mile radius of Tucson, Arizona. An equal number were in attendance at segregated and integrated schools. In addition, half the sample were in first grade and the other half in third grade.

The 1968 edition of the Illinois Test of Psycholinguistic Abilities was administered to all subjects. Data obtained were analyzed by a comparison of mean scaled scores using t tests for paired comparisons to answer the stated hypotheses. A three way analysis of variance was also employed to evaluate the interaction of children, grade, and school. The analysis was conducted by use of a CDC 6400 computer.

Differences for the standardization and Papago group psycholinguistic abilities were found to exist on the ITPA composite and eleven subtests at the .01 level of significance in favor of the standardized group. An intra profile analysis of the Papagos as a group did reveal greater deficits in the auditory and vocal channel abilities. The one test upon which the Papagos achieved higher than the standardized group at the .05 level of significance was in Visual Sequential Memory. All of the null hypotheses for this group were rejected.

A comparison of the first and third grade Papago group indicated no significant differences on the ITPA composite and ten subtests. The two subtest abilities which were rejected at the .01 level of significance were Auditory Reception and Grammatic Closure favoring the first graders.

Relative to the school segregated and integrated group the ITPA composite and six subtests were rejected at the .01 level of significance and one test at the .05 level. The better performance supported the integrated and primarily in the representational (or meaningful) level of abilities. The five other null hypotheses for the remaining subtests could not

A three way analysis of variance revealed no statistical significant interaction between grade, group, and subjects. The one source which did differentiate the Papagos at the .01 level of significance was school, favoring the integrated.

On the basis of the data obtained, it was demonstrated

that Papago Indian school children perform significantly lower than the standardized population children on psycholinguistic abilities. In addition, the discrepancies noted within their profiles constitute a learning disability in the auditory-vocal channel areas. In the past, careful diagnostic considerations have not been given when inferences were made regarding the Papagos lower intelligence and achievement scores.

The depressive trend noted in the psycholinguistic abilities as the Papagos advanced from first to third grade was of considerable concern. This trend was greater for the segregated school group and most pronounced in the ability which presupposes exposure to standard American verbal expressions. It was concluded that a greater emphasis should be placed on remediating the Papagos' psycholinguistic abilities and fostering language development before the children enter first grade. In addition, educators have not recognized that they are teaching children with learning disabilities and a lack of proper remediation has resulted in poor academic achievement in school.

The inferred effect of school integration compared with school segregation was an overall better performance on psycholinguistic abilities but little alteration in their patterns. Time for changes in mental development and emphasis on school remediation for the auditory-vocal channel deficits appear to be necessary before the learning disability patterns can be ameliorated completely.

18. James, Doyle Hill. The Effect Of Desegregation On the Self-Concept Of Negro High School Students. University of Southern Mississippi, 1970. 106p. 71-5391.

The intent of this study was to determine if the self-concepts of Negro high school students who preferred to continue in predominantly Negro schools differed from the self-concepts of the Negro high school students who elected to move to predominantly white schools, and to ascertain the change in self-concepts was greater after the students attended the schools for one year.

The research and clinical form of the Tennessee Self-Concept Scale was utilized as the instrument to measure self-concept. A two-way analysis of variance was employed to determine the level of significance among the three groups, one group remained in the predominantly Negro schools, one group moved by choice to predominantly white schools, and one group was forced by court decree to move to a predominantly white school.

The findings on both the initial examination and the final examination revealed no significant difference at or beyond the .05 level of significance in self-concept among groups of Negro high school students who attended predominantly white high schools by choice, predominantly Negro high schools by

choice, or were forced by court decree to attend a predominantly white high school for a period of one year.

The means and standard deviations of the subjects' initial examination and final examination scores were found to be distinctly similar to national norms. The means of the intiial examination and the final examination scores on all fourteen variables were found to be within one standard deviation of the national norm means.

19. Albert, Sylvio Hilaire. The Educational Attainment Of Indian Pupils In Integrated and Segregated Elementary Schools In New York State. Lehigh University, 1971. 211p. 71-27,701.

The primary purpose of the study was to determine whether Indian pupils enrolled in New York State integrated public schools differed significantly in achievement in the basic skill areas of reading and arithmetic from Indian pupils attending segregated reservation schools. Possible differences in achievement based on sex were observed simultaneously. The secondary purpose of the study was to present a review of historical and cultural characteristics which would give the reader an understanding of current Indian educational philosophy and life style.

Raw scores from third-and sixth-grade tests given statewide from 1967 through 1969 provided data for the analysis on academic achievement. Interviews with state and local school district education officials, Federal and state Indian affairs personnel, and reservation leaders produced peripheral data. A questionnaire form was used to obtain descriptive information on pupil and family background.

A total of 600 third-and sixth-grade Iroquois Indian pupils from six reservation areas participated in the study. Of these, 300 attended three segregated reservation schools while the remaining 300 were enrolled in four integrated public school districts.

The data on achievement in word recognition and comprehension in reading, and computation, problem solving, and concepts in arithmetic were subjected to the two-way analysis of variance technique for significance by type of school attended (integrated and segregated) and by sex. The information on pupil and family background was summarized but not statistically treated.

The findings within the limitations of the study indicated that significant differences on total test scores existed between integrated and segregated Indian pupils and between the sexes. Specifically: (1) Indian pupils attending segregated reservation schools scored significantly higher, .01 level, than Indian pupils enrolled in integrated public schools in third-grade reading and arithmetic and in sixth-grade reading, (2) no significant differences at the .05 level were obtained in sixth-grade arithmetic between Indian pupils enrolled in

integrated public schools and those enrolled in segregated reservation schools, (3) Indian girls achieved significantly higher, .01 level, than Indian boys in third-and sixth-grade reading irrespective of the type of school which they attended, and (4) Indian pupils in segregated reservation schools generally achieved with less variability than Indian pupils in integrated public schools.

Results from the summation of pupil and family background data and from the personal observations of the writer seemed to indicate that: (1) the influence of strong cultural factors remained much longer with Indian children enrolled in segregated reservation schools, (2) the frequency by which Indian children entered school at a distinct disadvantage because of a bilingual background has decreased substantially over the years, (3) Indian pupils in segregated reservation schools exhibited more regular patterns of attendance than Indian pupils in integrated public schools, (4) the educational attainment of Indian parents was inversely related to Indian pupil achievement, and (5) the employment level of Indian fathers had little effect on pupil performance.

Significant differences were obtained in reading and arithmetic between Indian pupils enrolled in integrated public schools and Indian pupils enrolled in segregated reservation schools. Where significance was obtained, such differences were clearly in favor of Indian pupils attending segregated reservation schools. Indian girls achieved significantly higher than Indian boys in third-and sixth-grade reading. The integrated educational setting may enhance the social adjustment of the Indian pupils.

It is recommended that: (1) a half-year student exchange program between integrated and segregated school units be established in preparation for the required entry of Indian pupils from segregated reservation schools into the seventh grade integrated public schools, (2) the present grade-placement practice of assigning Indian pupils to homerooms on intelligence quotient alone be reassessed, (3) the services of individuals with expertise in the field of Indian curriculum development be sought to improve the development of cross-cultural instructional materials, (4) teacher in-service workshops in the art of ethnic group instruction be made a regular part of teacher education, (5) local school boards and state department education officials enlist more vigorously the aid of Indian PTA representatives and reservation leaders in formulating Indian educational policy, (6) longitudinal studies be developed to assess the specific gains made by students over a period of years, (7) the relationship between Indian pupil achievement and lack of motivation be studied in the integrated public school setting, and (8) since Indian pupils enrolled in integrated public schools did not achieve as highly as Indian pupils attending segregated reservation schools, broad and deep inquiry be undertaken through field and experimental laboratory work to determine the effects of desegregation on the achievement and attitudes of Indian pupils.

20. Orson, Claire Marshall. Effects On Self-Concept and Racial Prejudice Of A Structured Intervention Program With Desegregated Fifth Grade Children. University of Miami, 1971. 218p. Supervisor: Professor Herbert M. Dandes.

As r. ial isolation in public schools is decreasing, the desegregation does not seem to be accompanied by reductions in racial prejudice. The problem, thus, is to devise a way to facilitate actively diminution of prejudice.

Purposes of this study were to: (1) Determine effectiveness of a structured intervention program designed to reduce racial prejudice and raise self-concept of fifth graders; (2) determine residual effects, or permanence of attitude change, by re-evaluating dependent variables four weeks after treatment ended; and (3) determine effects of the program on perceived social relationships between Blacks and Whites on the succorance need.

Subjects were 98 fifth graders in two elementary schools in the Dade County, Florida, Public School System. Schools were equivalent on racial composition and socio-economic level; the experimental school was designated by random procedures. A quasi-experimental design was employed; model was a 2 x 2 x 2 factorial design with factors being treatment, race, and sex. To assess changes in self-concept and racial prejudice, subjects were measured on the semantic differential prior to treatment, immediately after treatment, and four weeks after treatment ended. To assess perceived social relationships between Blacks and Whites, subjects were measured on a revised version of the Syracuse Scales of Social Relations four weeks after treatment ended.

Treatment consisted of a structured program, derived from previous research, presented for four weeks-one unit per week. Sequence of units was: (1) Pictures and information about famous Blacks; (2) pictures and discussions about individual similarities and differences; (3) video-tape depicting prejudice; and (4) role-playing situation simulating discrimination.

Four major hypotheses were tested for treatment effects and interactions. Alpha was set at .05.

Findings of the procedures were as listed:

1. Immediately after treatment, the experimental group showed significant decreases in prejudice towards Blacks. Four weeks later, prejudice increased but remained lower than the initial level indicating residual effects. Treatment showed no immediate or residual effects on prejudice towards Whites or on self-concept. The control group showed increasing prejudice towards both races.
2. Interactions between treatment and sex revealed more immediate and residual decreases in prejudice towards Whites for females than males. Interactions between treatment, race and sex revealed residual effects of decreased prejudice towards Whites for black and white fe-

males and white males. Black females in control group showed increasing prejudice towards Whites. Interactions of treatment and race showed treatment had a differential effect for races. Both races decreased prejudice immediately after treatment; Whites showed more decreases towards Blacks than Blacks towards Blacks. Blacks showed more residual effects. The control group showed increasing prejudice towards both races.

3. The experimental group showed higher social relations on the succorance need than the control group.
4. No significant interactions appeared for cross-selections in experimental or control group.

Conclusions were:

1. The structured intervention program seems to be an effective means of decreasing prejudice towards Blacks.
2. This program has residual effects on decreasing prejudice towards Blacks, however, it has more immediate than residual effects.
3. This program has more immediate effects on decreasing prejudice of Whites towards Blacks than Blacks towards Blacks.
4. This program has more residual effects on decreasing racial prejudice in Blacks than Whites, therefore, Whites need more concentration on refreezing new levels of lower prejudice towards Blacks.
5. This program has immediate effects on decreasing prejudice towards Whites for black females.
6. This program has no immediate or residual effects on decreasing racial prejudice towards Whites for black males.
7. This program has residual effects for both black and white females and white males on decreasing racial prejudice towards Whites.
8. This program gives no evidence of having effects on self-concepts of either Blacks or Whites.
9. This program has no effect on increasing racial cross-selections of children on the succorance need.
10. Contact between races with no structured intervention program seems to increase prejudice of races towards each other.

21. Ayling, Richard Harvey. An Exploratory Study Of the Formal and Informal Relationships Between Black and White Students In A Large, Racially Mixed, Urban High School. Michigan State University, 1972. 179p. 73-5320.

The purposes of this exploratory research project were (1) to explore and describe the formal and informal relationships among students in a large, racially mixed, urban, high school, and (2) to develop a tentative explanation of how these relationships affect the students and various facets of the school organization.

With the permission of the principal, director of research and the assistant superintendent I entered a large, biracial,

urban, secondary school, December 1, 1971, and for the following four months participated with, observed and interviewed students, teachers and administrators to determine answers to the following questions: 1. Are there two separate student sub-cultures one black and one white? 2. If there are two separate sub-cultures what are the salient characteristics of each? 3. To the extent that black and white students do associate with one another, are their relationships formed around neighborhood associations, family background, school related activities, or the formal school organization? 4. What characteristics of the formal organization, i.e., athletic events, extra curricular activities, classes, serve to facilitate informal relations across racial lines? 5. Conversely, what characteristics of the formal organization tend to strengthen racial segregation? 6. How do students of one racial group perceive those students of the other racial group? 7. Does cohesiveness among one racial group tend to rise in times of crisis situations? 8. When a student of one racial group exhibits normative characteristics of the other group, what are the group reactions toward the student? 9. Which contributes more toward enhancing positive relationships among black and white students in the formal school structure, status or race?

As the writer participated, observed, and interviewed for the four month period, extensive notes, records, interviews and supplementary printed data were recorded. Subsequently, 400 pages of data was collected and codified describing the behavior of students and staff in the classrooms, cafeteria and corridors. Through constant formulation and reformulation tentative answers developed.

Results

1. There was virtually no interaction between the black and white students on an informal basis, not in the halls, not in the cafeteria, not during school events. The only exceptions would be minimal interaction between black and white athletics and some dating among high status black and white students.

2. On a formal basis, there would be some small interactions in the classroom if the teacher was in clear command and the subject matter was the center of discussion. But in those very frequent instances where the teacher retreated from his position as subject matter leader, the students would again fall into their uniracial group interactions.

3. On those occasions when the teachers, administrators, or students did make some attempt to discuss race relations with both black and white students, they then had a difficult time avoiding physical violence. Thus the absence of interaction reduced overt hostility and served a "functional" purpose for the school staff.

4. The organization, in order to accommodate the potential conflict and thus avoid open violence, seemed to become far more concerned with maintenance activity than with those things which could be called academic or learning related.

5. The school community was severely fragmented with superhighways, federal housing, and community college projects, and a great deal of mobility among both blacks and whites. Thus, the divided student body seemed natural in a place where there was little that one could call a "community."

Significance

The issue of racial unrest in schools is extremely serious and will probably continue to be so for a long time. For that reason more exploratory research has to be done on the matter. Educators need to have some tangible, descriptive accounts of the students' perception, attitudes and behavior toward this phenomenon, in order to formulate theories and possible solutions. It makes little sense to try to prepare individuals to handle such situations if the only available information is based on second or third person accounts or on newspaper reporting. For that reason, the researcher feels that this project is essential and has great potential for university staff, professional school administrators and teachers in the field. To the researcher's knowledge there is at present not a single reliable account of what actually occurs in the daily interactions between whites and blacks in a "tough," urban, high school.

22. Crain, Harold. An Analysis Of the Effects Of Race, Desegregation, and Family Background On the Achievement Of Tenth Grade Students In the Oklahoma City Public High Schools. The University of Oklahoma, 1972. 71p. Major Professor: Robert Bibens. 72-23,291.

Public school students of different ethnic origin and from different sections of the United States have different levels of academic achievement. For example, white students in the North have greater levels of achievement than white students in the South on standardized tests designed to measure achievement in various subject matters. Black students in a given section of the country will achieve at a different level from white students in the same section, or from black students in other sections of the country on these tests. Mexican Americans, Oriental Americans, American Indians, and other minority groups tend to achieve at different levels from black and white students, and from each other. Relative rates of achievement of the various ethnic groups have not been established by any research, nor have any nation wide patterns of achievement been developed whose validity is acceptable in more than general terms to educators, government officials, and others interested in academic achievement in the public schools of the United States. There is a general

need for more research in the area of student achievment.

This study investigated the achievement of black and white tenth grade students in the segregated and desegregated Oklahoma City public schools with the purpose of determining the effects of race, desegregation, and family background. The family background factors considered were student education aspiration, perceived quality of school, and family socioeconomic status. Achievement was measured by scores obtained on Sequential Tests of Educational Progress (STEP). A standard score, the "Z" score was computed using crossbreak paradigms for each standardized test X each category of student X each family background condition. Since, the "Z" score has a standard deviation of unity, direct comparison of the scores on different tests was possible.

White students achieved higher "Z" scores than black students where there was a commonality of family background. With specific exceptions, both black and white students in desegregated schools scored higher than their racial counterparts in segregated schools. This study concluded that the total societal experiences of a student, including the traditions developed by segregation, were such as to inhibit equality of academic achievement by students of the different races having a commonality of family background. The study recommended improvement in the training of teachers involved in the education of black students as well as increasing national and state resources utilized to enhance their educational progress.

23. Fairley, Willie D. The Effect Of "Free Transfer" Versus "Zoned" Attendance on the Achievement Of Ninth Grade Students In the Areas Of Reading, Mathematics and Language Arts. Mississippi State University, 1972. 77p. Director: Dr. Lamar Moody. 73-155.

The purpose of this study was to determine whether there was a statistically significant difference in the academic achievement of ninth grade students, in the areas of reading, arithmetic, and language arts, who were forced to attend a specific school, and other students attending the same school and grade by choice.

The study was conducted over a period of nine school months, two months prior to the initiation of a plan of attendance that brought "zoned" students and "free transfer" students into the same grade and school, and the first seven months the attendance plan was in force. All ninth grade students enrolled at Carr Junior High School, Vicksburg, Mississippi, were included in the study. The California Achievement Test, 1957 Edition with 1963 norms, were utilized to collect the necessary data in reading, arithmetic and language achievement. Form X of the Junior High Battery was used for the pre-test and Form Y was used for the post-test. The pre-test was administered in April, 1970 and the post-test was administered in April, 1971.

The students were compared within their race and sex according to their type; whether they were "zoned" students forced to attend the school, or "free transfer" students attending by choice.

The null hypotheses stated that there would be no significant difference in the achievement of zoned and free transfer students, black zoned and black free transfer, white zoned and white free transfer, male zoned and male free transfer, female zoned and female free transfer, white-male-zoned and white-male-free transfer, black-male-zoned and black-male-free transfer, white-female-zoned and white-female-free transfer, and black-female-zoned and black-female-free-transfer students.

The least-squares analysis of variance was the statistical tool used to analyze the data gathered.

During the seven month period covered by the study, the school was experiencing its first year of massive integration. The percentage of black students in the school had increased from five percent during the 1969-70 session to fifty-one percent the following year.

An analysis of the data indicated there was no significant difference in the academic achievement in any of the nine comparisons set forth in the stated hypotheses.

The achievement test mean scores revealed that the white-male-zoned students and the white-male-free transfer students achieved in reading at a rate of only 43 percent and 58 percent respectively of the mean achievement rate of previous years. Black males of both types achieved in reading slightly higher than previous years while both black and white females of both zoned and free transfer types achieved in reading at a rate dramatically lower than the average for previous years.

A similar finding was reported for a majority of the subjects in arithmetic and language achievment.

There is no significant difference in the academic achievement of zoned students and students attending the same school by choice.

A majority of the students failed to achieve at the average rate they had achieved in previous years.

Other studies should be made after the school system had experienced massive integration for two or more years. The population of study groups should be expanded. Personality factors should be considered in other studies. Some consideration should be given to the type choice the "zoned" students would have made had they been given an opportunity to choose the school they attended.

24. French, Jeana Turner. Educational Desegregation and Selected Self-Concept Factors Of Lower-Class Black Children. The Florida State University, 1972. 102p. Major Professor: Dr. Nancy Douglas. 72-27,914.

The purpose of this study was to determine whether or not there is a relationship between the self-concepts of lower-class black children and the racial compositions of the schools they attend. The controlled variables were socioeconomic status, race, and grade; only urban schools were utilized. Total self-concept scores were investigated, as were eight dimensions of the self-concept: (a) teacher-school relationships, (b) physical appearance, (c) interpersonal adequacies, (d) autonomy, (e) academic adequacy, (f) physical adequacy and body build, (g) social adequacy among peers, and (h) language adequacy.

The sample was composed of 225 third-grade, lower-class black children randomly chosen with restriction from the population of all third-grade, lower-class black children attending 15 urban elementary schools in two communities in north Florida. The schools were categorized according to proportion of black children in the student populations. Three categories were employed:

Category I:schools with .33 or less black children.
Category II:schools with from .34 to .66 black children, and
Category III: schools with .67 or more black children

Seventy-five children were randomly chosen from each of the three school categories.

Data for the study were obtained by the use of the elementary form of Gordon's How I See Myself test. Mean self-concept total scores and sub-scores were analyzed by analysis of variance. Significant differences were found at the .05 level and beyond in the following self-concept factors: (a) overall feelings of adequacy, (b) teacher-school relationships, (c) physical appearance, (d) interpersonal adequacies, (e) autonomy, (f) physical adequacy and body build, (g) social adequacy among peers, and (h) language adequacy. No significant differences were found at the .05 level for the academic adequacy factor.

With regard to racial composition of the student populations in this investigation, the following conclusions appear to be justified by the data:

1. racially balanced schools tend to have a significantly more negative effect on lower-class black children's self-concepts of: (a) overall feelings of adequacy, (b) physical appearance, and (c) interpersonal adequacies than predominantly white or predominantly black schools.
2. predominantly white schools tend to have a significantly more positive effect on lower-class black children's self-concepts of: (a) overall feelings of adequacy, (b) physical appearance, (c) interpersonal adequacies, (d) physical adequacy and body build, and (e) social adequacy among peers than racially balanced schools.

3. predominantly black schools tend to have a significantly more positive effect on lower-class black children's self-concepts of: (a) overall feelings of adequacy, (b) teacher-school relationships, (c) physical appearance, (d) interpersonal adequacies, (e) autonomy, and (f) language adequacy than more racially balanced schools.
4. racially balanced schools tend to negatively affect the self-concepts of lower-class black children.
5. the self-concepts of lower-class black children attending predominantly white and predominantly black schools approximate equivalence.
6. racial composition does not tend to have a significant effect on lower-class black children's self-concepts of academic adequacy.

The following implications stem from the findings of this study:

1. Lower-class black parents should be made aware of the importance of self-concept and of ways they can contribute to the healthy development of the self-concepts of their children.
2. "Disadvantaged" children have values and behaviors which differ from those of middle-class teachers. Teacher training programs should include method courses for working with the "disadvantaged."
3. Teachers should be made aware of the important role self-concept plays in the behavior and performance of young children. Special attention should be given to ways of helping young children develop positive self-concepts.

25. Hall, Burnis. A Study Of Student Attitudes Regarding Desegregation In Selected School Systems In Tennessee. The University of Tennessee, 1972. 146p. Major Professor: Dr. Frederick P. Venditti. 72-27,469.

The primary purpose of this exploratory field study was to identify the desegregation attitudes of certain students in Tennessee and to explore the extent to which these attitudes were related to certain independent variables. A secondary purpose was to determine whether attitudes toward desegregation were closely related to (a) the student racial composition of the individual school system or (b) the amount of student exposure to a desegregated situation.

The attitudes (dependent variables) were measured by a 34-item questionnaire administered to 396 students in six school systems located in West and East Tennessee. An internal consistency check of the questionnaire reduced the sampled group to 292 respondents and the number of questionnaire items to 25, which items together provided one measure of the desegregation attitudes of each student in the sample.

The relationships between this single measure of the students' desegregation attitudes and certain independent variables were in-

vestigated in this study. The independent variables were: (1) the location of the school system in the State of Tennessee (West or East Tennessee); (2) the student racial composition of the school; (3) the race of the student; (4) the sex of the student; (5) the grade of the student(tenth, eleventh, and twelfth); and (6) the amount of student exposure to a desegregated situation.

The Kruskal-Wallis One-Way Analysis-of-Variance and/or the Mann-Whitney U-Test were used in testing hypotheses for significant differences at the .05 level of significance. The data supported the rejection of hypotheses concerning region of the state, sex and student racial composition of the school system. Several conclusions were derived from the analysis of the findings.

Students in East Tennessee were consistently more positive in their attitudes toward desegregation than West Tennessee students. Students' negative desegregation attitudes in one West Tennessee school system contributed significantly to this regional difference. The influence of this one system was further supported when East and West Tennessee male and female student responses were examined for attitudinal differences; again East Tennessee male and female students were found more positive than West Tennessee students. It was concluded, therefore, that characteristics indigenous to a region of the state may be a major factor contributing to students' attitudes toward desegregation.

Students in West Tennessee school systems with varying percentages of white students also differed significantly among themselves in their attitudes toward desegregation. The differences, however, were attributed to one system, which was the only system with a predominantly black enrollment. This finding suggested that there may be a "tipping point" where the size of the minority may adversely affect students' desegregation attitudes. That is, white students in minority situations may exhibit "minority characteristics" (e.g., negative attitudes toward desegregation).

Ancillary findings concerning the positiveness of students' attitudes toward desegregation as related to the amount of prior exposure to a desegregated situation indicated that the more time students spent in a desegregated situation, the more likely they would exhibit positive attitudes toward desegregation.

26. Kuhn, Kenneth Chester. Self-Concept Of Black and White Students Between and Among Social Classes In Newly Desegregated Elementary Schools. Syracuse University, 1972. 169p. 73-7738.

To date, much has been written about black and white children's similarities and differences in segregated academic settings. However, there is much to be learned and explained concerning black and white similarities and differences as public schools increasingly move from de facto and de jure segregation to desegregation.

This study was designed and conducted to ascertain what

effect social class, race, and sex, and their interaction may have on the self-concept attitudes of fourth and fifth grade students of recently reorganized desegregated schools.

Subjects of the study were fourth and fifth grade pupils from two schools of a small midwestern city, which had recently desegregated to meet the "letter of the law."

The social class of each subject was computed by use of Hollingshead's "Index of Social Position," three-factor formula. To ascertain the self-concept attitudes of the pupils the following tests were administered to each subject: The Self-Concept of Academic Ability Scale; the Semantic Differential, which included the concepts: schools, teachers, friends, and "me"; and the Intellectual Achievement Responsibility Survey.

Thus eleven scores were provided from the three instruments.

The biomedical (BMDO5V) analysis of variance technique was the basic statistic used in answering the questions of the study. When the analysis of variance was significant at the $P < .05$ level adjusted means and standard deviations were presented. Where appropriate, Scheffé's technique was used to make post-hoc comparisons.

From the results, social class had a significant effect on the Academic Self-Concept measure and the concepts School and Teacher-Oriented Activity and Me-Evaluative of the Semantic Differential. No significant effect was found on the Intellectual Achievement Responsibility Survey.

The upper social class levels I and II had higher academic self-concept scores than pupils from the other three levels (III, IV, and V). On the Semantic Differential, the pupils from lower class levels IV and V perceived more positively the oriented activity of the schools and teachers, particularly level IV, than the other social class levels. Related to the Semantic Differential, the pupils from social class level V evaluated themselves more positively than any other level, with level III being the most negative in their self-evaluation.

Race was shown to have a significant effect on the self-concept attitudes in regard to the Academic Self-Concept, the concepts Teacher and Friends--evaluative of Semantic Differential, and the Intellectual Achievement Responsibility Survey. Blacks had a more positive academic self-concept than whites; however, they evaluated less positively both teachers and friends on the Semantic Differential. Further blacks were less willing than whites to assume responsibility for their failures.

Concerning the interaction effects between race and social class, no statistical significant results were found. Therefore, blacks and whites are more similar than different in any given social class level on the self-concept measures used in this study.

There was one significant difference found between the schools in this study. The students from Franklin school assumed more of their responsibility for their failures than did the students of Lincoln school.

Sex had a significant effect on the self-concept measures of the children related to the concepts School and Teacher-Evaluative and Friends-Oriented Activity of the Semantic Differential and the Intellectual Achievement Responsibility Survey--assuming responsibility for failure. Boys were less positive in their evaluation of schools and teachers than girls, but more positive in their evaluation of the oriented activity of their friends. Further, boys assumed less responsibility for their failures than the girls.

There were several interaction effects noted by sex, such as sex and school. The males from Lincoln and the females from Franklin scored higher on the Teacher-Oriented Activity scale of the Semantic Differential than the males from Franklin or the females from Lincoln. It was further found that males from Franklin scored lower than any other sex group on this concept. There was a significant interaction effect noted on the concept Me--Evaluative of the Semantic Differential. The males from Lincoln school scored higher on this scale than either males or females from the other school. The interaction effect of sex and social class was significant on the Friends-Evaluative concept of the Semantic Differential for girls but not for boys. Girls from social class levels I, II, and IV evaluated more positively their friends than either level III or V. From these results it was concluded that sex does interact with other variables such as school and social class.

27. Lachat, Mary Ann. A Description and Comparison Of the Attitudes Of White High School Seniors Toward Black Americans In Three Suburban High Schools: An All White, A Desegregated, and an Integrated High School. Columbia University, 1972. 276p. Sponsor: Professor Marcella R. Lawler. 73-2606.

This study described and compared the attitudes of White high school seniors toward Black Americans in three suburban high schools varying in terms of the possible interaction between Black and White students as reflected in each school's racial composition, grouping procedures, and curricular options. The study compared the attitudes of seniors in an all White high school with those of seniors in two racially mixed high schools. In the two racially mixed settings, a distinction was made between an integrated setting which seeks to facilitate the positive interaction of a racially mixed student body, and a desegregated setting which is not characterized by practices aimed at fostering interaction.

Data on the racial attitudes of the high school seniors were obtained through written responses to a questionnaire of belief statements. A Likert scale of summated ratings was employed and the data were analyzed to describe and compare the range of positive and negative attitudes within and among the three schools. Student responses within and among the three

schools to specific items on the questionnaire were also described.

Situational or process variables within each high school which could be affecting student attitudes were also described. These included school philosophy, staff racial balance, classroom racial balance, curricular and library offerings related to the Black experience, and patterns of student interaction in the two racially mixed settings. These data were obtained through interviews and observations.

The questionnaire results showed that seventy-one percent of the White seniors in the integrated high school had favorable attitudes toward Blacks; fifty-five percent of the seniors in the all White high school had favorable attitudes toward Blacks; and thirty-seven percent of the White seniors in the desegregated setting had favorable attitudes toward Blacks. On the other hand, thirty-five percent of the seniors in the desegregated setting had scores reflecting unfavorable attitudes toward Blacks, thirteen percent in the all White high school had unfavorable scores, and eight percent of the seniors in the integrated setting had unfavorable scores. The desegregated setting was thus the school having the highest percentage of unfavorable scores, and the lowest percentage of favorable scores. At the other extreme was the integrated setting with the highest percentage of favorable scores and the lowest percentage of unfavorable scores. The data reported in this study strongly support the possibility that the efforts of the integrated school district to provide a highly positive environment for Black and White students had a positive effect on their attitudinal responses.

The different attitudinal responses from the two schools where intergroup contact between Blacks and Whites took place necessitate an emphasis on the situational or process variables surrounding the attitudinal data. These provided a context for the attitudinal results. The important questions raised by this study are generated from the implications derived from these process variables, and they point to the need for further inquiry into the ecological environments surrounding intergroup contact and integrated education.

28. Moorehead, Nona Faye. The Effects Of School Integration On Intelligence Test Scores Of Negro Children. Mississippi State University, 1972. 47p. Director: Dr. James R. Wilson. 72-20,270.

The effects of school integration on intelligence test scores of Negro children was studied. Much related research indicated that intelligence test scores of Negro children enrolled in segregated schools tended to progressively decline with periods of enrollment in school. Limited selected research indicated that there was a progressive increase in intelligence test scores earned by Negro children in integrated schools as periods of school enrollment progressed.

The Verbal, Performance, and Full Scale IQ scores of the Wechsler Intelligence Scale for Children were utilized to determine if there was a significant difference in verbal, performance, and full scale intelligence test scores as periods of enrollment in an integrated school increased. Subjects for the study were 30 first-year-in-school, 30 second-year-in-school, and 30 third-year-in-school Negro students chosen from three integrated schools in Northeast Mississippi. All subjects were administered the Wechsler Intelligence Scale for Children by the experimenter. All testing was conducted near the end of the 1970-71 academic year; therefore, the subjects had been enrolled in school for one, two, or three years.

A one-way analysis of variance was computed among Verbal, Performance, and Full Scale IQ scores for each of the three age-grade groups. After computing an analysis of variance the *t* test was utilized to determine where the differences between mean scores existed if the analysis of variance indicated a statistically significant difference among Verbal, Performance, and Full Scale IQ scores for the three age-grade groups.

A significant increase in the verbal intelligence test score was obtained from the first-year-in-school to the third-year-in-school. There was not a significant difference in verbal intelligence test scores from the first-year-in-school to the second-year-in-school or from the second-year-in-school to the third-year-in-school.

A significant increase in the performance intelligence test score was obtained from the first-year-in-school to the third-year-in-school. Significance was not reached on performance intelligence test scores from the first-year-in-school to the second-year-in-school or from the second-year-in-school to the third-year-in-school.

A significant increase in the full scale intelligence test scores was obtained from the first-year-in-school to the third-year-in-school. There was not a significant difference in full scale intelligence test scores from the first-year-in-school to the second-year-in-school or from the second-year-in-school to the third-year-in-school.

The results of the present study are not in agreement with the results of several related studies which measured the intelligence of Negro children in segregated schools; however, it is in agreement with the two studies cited which obtained measures of intelligence of children enrolled in an integrated school environment.

29. Morrison, Grant Albert Jr. An Analysis Of Academic Achievement Trends For Anglo-American, Mexican-American, and Negro-American Students In A Desegregated School Environment. University of Houston, 1972. 256p. 73-8927.

The purpose of this study was to determine whether the academic performance of Anglo-American, Mexican-American, and Negro-American students is affected by being involved in a desegregated school setting. An analysis was made of the longitudinal effects that a desegregated school setting in a large, urban school district had on the academic achievement of these three ethnic groups, as compared to the academic achievement of students who were enrolled in a segregated school setting in a large, urban school district.

The design for the study and the analyses of the data was that of a quasi-experimental, time-series format, with two component groups of subjects, Group I and Group II. The Group I component contained a total of 1200 subjects, selected in such a manner that each subject was used only in one, one-year interval of the study. Group II made use of the same subjects and their scores for each of the six, one-year intervals of the study. Both Group I and the Group II component subjects were selected through cluster and random sampling techniques for use in the collection of data from the three ethnic groups.

All subjects were administered an achievement test at Grade 3 through Grade 8. The Iowa Test of Basic Skills, Form 3 and Form 4, Multi-level Edition were administered to students in Grades 3, 4, 5,6, and 8.

The testing began in the Spring of the 1965-1966 school year for Grade 3, with subsequent administration annually in the Spring of each year of study: 1967,1968, and 1969. The last administration was to the Grade 8 sample in the Fall of the 1970-71 school year, which reflects the academic achievement at Grade 7.

A four dimensional factorial analysis of variance was used to analyze the independent and interactive independent variable effects that (1) race, (2) sex, (3) years, and (4) segregated/desegregated treatment had on each of the four dependent variables: vocabulary, reading, arithmetic, concepts, and total basic skill achievement.

The following four null hypotheses were tested using the results of the four dimensional factorial analysis of variance and subsequent Duncan's multiple range test for comparisons of means for both Group I and Group II components.

H_1 There will be no significant difference between ethnic groups in mean gain achievement in vocabulary at any of the six-year intervals of the study, and the total six-year period, when enrolled in a segregated school setting as when compared to a desegregated school setting.

H_2 There will be no significant difference between ethnic groups in mean gain achievement in reading comprehension at any of the six-year intervals of the study, and the total six-year period, when enrolled in a segregated school setting as when compared to a desegregated school setting.

H_3 There will be no significant difference between ethnic groups in mean gain achievement in arithmetic concepts at any of the six-year intervals of the study, and the total six-year period, when enrolled in a segregated school setting as when compared to a desegregated school setting.

H_4 There will be no significant difference between ethnic groups in mean achievement in the composite score on the ITBS battery at any of the six-year intervals, when enrolled in a segregated school setting as when compared to a desegregated school setting.

All four null hypotheses were rejected at the .05 level of confidence.

30. Peelle, Carolyn Curtiss. Where Children Learn: Breaking the Myth Of Failure In Urban Education. University of Massachusetts, 1972. 146p. Supervisor: Dr. Byrd L. Jones. 73-5249.

The failure of urban schools to educate poor and minority Americans has been amply documented. That failure becomes increasingly a crisis as the role of public education grows in social and economic importance: "We are asking public schools to become the major instrumentation for solving many of our social ills--poverty, racism, alienation, powerlessness--while also responding to the manpower needs of an advanced technological society." [1]

Within that context of critical need, this dissertation explores the processes, prospects, and problems of change in urban education. The body of the paper focuses on urban schools and programs that have succeeded, with examples ranging from the desegregation of school districts, schools where children excel academically and enjoy education, and community alternatives to public schools, to non-school programs like Sesame Street. The underlying logic in presenting these success stories is best expressed by Robert Merton in "The Self-Fulfilling Prophesy": "It is the successful experiment which is decisive and not the thousand-and-one failures which preceded it. More is learned from the single success than from the multiple failures. A single success proves it can be done. Thereafter, it is necessary only to learn what made it work." [2]

Each chapter in the dissertation looks at existing myths that serve to perpetuate failure in urban education. Chapter I examines the phenomenon of "blaming the victims." The intellect-

ual myths of "the culture of poverty," "the disadvantaged," and racial inferiority are scrutinized, along with their impact on educational research, policy, and practices.

Chapter II challenges the myth that integration--and busing in particular--cannot work. Two case studies are closely scrutinized: Teaneck, New Jersey, and Berkeley, California. Chapter III presents numerous examples of success in public urban schools-at the elementary, intermediate, and high school levels. Urban change models such as schools without walls and system-wide strategies for change are examined.

Chapter IV describes community responses to failure and non-school alternatives, from street academies to Sesame Street. Each example challenges the myth that private citizens and non-professionals cannot change the educational status quo. Chapter V examines educational change theory and draws some conclusions about successful change processes. Two related myths are questioned: (1) the myth that a recipe for change can be formulated; and (2) the myth of powerlessness. Combatting all these myths requires creating an illusion of power based on the hope factor that life can be better and that people's actions can make a difference.

This dissertation is about success in urban education. It is also about the factors which militate against success--lethargy, pessimism, fear, bureaucratic indifference and white racism. Whether injustices against poor and minority children stem from racial or class prejudice is immaterial. In American society, poverty and racial discrimination are intertwined. What is more important is carving new routes out of the morass of low expectations and institutionalized failure in urban schools.

---

[1]Mario Fantini, "Educational Agenda for the Seventies and Beyond" from Needs of Elementary and Secondary Education for the Seventies, compiled by the General Subcommittee of Education of the House Committee on Education and Labor, p. 191.

[2]Robert Merton, "The Self-Fulfilling Prophesy," The Antioch Review, Summer 1948 (reprinted in Merton, Social Theory and Social Structure, New York: Free Press, revised and enlarged edition, 1957).

31. Strang, William Jacob Jr. The Self-Concepts Of Children In Elementary Schools With Differing Proportions Of Negro and White Students. The University of Alabama, 1972. 245p. 73-8059.

The study compared the self-concepts of three groups of elementary school children selected according to the racial balance of the schools they attended (predominantly black, 70% or more; predominantly white, 70% or more; and equally balanced, no less than 40% of either race). More specifically, the problem sought to answer the following questions:

1. Are there statistically significant differences in the self-concepts of groups of elementary children when the groups are formed on the basis of (a) the racial balance of the schools they attend, (b) race, (c) sex, and (d) grade level.

2. Are there statistically significant differences in the self-concepts of groups formed on the basis of the racial balance of the schools they attend when these groups are subdivided according to race, sex, and grade level.

The population from which the groups were selected consisted of 964 fourth grade and eighth grade children from six of the larger elementary schools in the Birmingham City School System, Birmingham, Alabama. The schools were chosen on the basis of their Negro-white enrollment ratios and their total enrollment, and the majority of their students were of middle socio-economic status.

The Coopersmith Self-Esteem Inventory was used to measure the self-concepts of the children. The self-concept instrument produced a total self-concept score and five subscores. The subscores measured self-concepts in the areas of General Self, Social Self-peers, Home-parents, Lie Scale (measurement of defensive responses), and School-academic.

The data was analyzed by three statistical techniques: Catell's Pattern Similarity Index, Analysis of Variance, and the *t* test for independent groups. Cattell's Index was used to compare the profiles of the five subscores for the various groups while the total self-concept scores were compared by the Analysis of Variance technique. The *t* test was used to make additional comparisons when statistically significant similarity coefficients or *F* ratios were produced.

The following major findings resulted from the analyses of the comparisons:

1. Children in racially balanced schools seemed to have more positive self-concepts than did children in either predominantly Negro schools or predominantly white schools.

2. Children in the majority racial group seemed to have more positive self-concepts than did the children in the minority groups in schools that were not racially balanced.

3. Children in racially balanced schools seemed to show no significant difference in their self-concepts when compared by race.

4. Negro children as a total group tended to have more positive self-concepts than did white children.

5. Negro children in predominantly Negro schools tended to report more positive self-concepts than did white children in predominantly white schools.

6. Negro children tended to be more defensive in reporting their self-perceptions.

7. Boys reported more positive self-concepts than did the girls.

8. Children at the eighth grade level reported more positive self-concepts than were reported by fourth grade boys and girls.

9. The type of School Setting as determined by racial balance seemed to be more related to self-concept than was race.

10. School Setting seemed to contribute more to self-concept than did sex.

11. Grade level seemed to contribute more to the differences in self-concepts of children than either race or sex when children were grouped by School Setting.

12. Fourth grade and eighth grade children who were grouped according to School Setting showed statistically significant differences in their self-concepts.

13. The self-concepts of eighth grade children seemed to be more related to School Setting than did the fourth grade children.

32. Terrell, Raymond Dewey. The Anatomy Of An Interracial High School. Wayne State University, 1972. 105p. Adviser: R. Duane Peterson. 73-12,607.

Interracial conflict has been too frequent a visitor in our secondary schools in recent years. The racial composition of thousands of high schools in this country makes internal solutions to this complex problem a must. This researcher has designed a training model with follow-up activity intended to modify negative stereotypic notions held by both black and white students about each other.

A Michigan high school with a three year history of interracial conflict was selected. Eighty students, forty designated as experimental and forty designated as control were randomly selected. The experimental group was given two half day training sessions. Both groups were then tested with four instruments, a Black and White Semantic Differential, an Anti-Black Scale and an Anti-White Scale. Both groups were tested four

months later.

The results from the compiled test scores indicated: (1) Negative attitudes of black and white students are modifiable, (2) immediate change on the part of the experimental group seems to have a lasting effect over a four month period, including summer vacation, (3) black males change more slowly than black females, however, the males change seems to be more lasting, (4) the attitudinal change from negative to positive was most noticeable in the white population, and (5) white males showed a more significant and lasting positive change than did white females.

Areas noted for further research are: (1) more research in behavorial changes, (2) research using different training designs, (3) research using planned interventions between and among students, staff and community persons, (4) development of more sophisticated instruments, (5) training in all black and all white schools intended to modify negative attitudes, (6) development of a totally integrated school curriculum K-12, and (7) projects and activities designed for students, staff and community to reduce interracial, intergenerational and social class distance.

33. Wash, Brenda Dolores Lakin. The Black Child's Self-Concept: A Study Of Ten- and Eleven-Year Olds Varying In Sex, Socio-Economic Background and Integrated vs Segregated School Settings. University of California, Los Angeles, 1972. 194p. Co-Chairmen: Professor Judith V. Ramirez and Professor Norma J. Feshbach.

The present exploratory-descriptive study was conducted to determine whether 120 ten- and eleven-year old black boys and girls from two socioeconomic backgrounds (low-to-middle and middle-to-high) attending integrated or segregated schools reflected similar or dissimilar self-concepts. The study examined five hypothesized dimensions of self-concept: physical, social, racial, academic, and phenomenal; and their relationship to the independent variables of sex, socioeconomic status (SES) and school setting. An additional purpose of the research was to explore relationships between selected demographic variables, sex, SES and school setting.

Two instruments were devised: a Personal Data Sheet (PDS) to obtain information on the demographic variables, and a Self-Concept Rating Inventory (SCRI) to obtain the self-concept data. A factor analysis of the original 50 item SCRI scale revealed four, rather than the five self-concept factors: Physical-Social (Factor I), Academic-Schooling (Factor II), Physical-Identification (Factor III), and Racial-Status (Factor IV).

T-test comparisons of factor scores yielded no significant differences between males versus females, between low versus high SES groups, or between children attending segregated, in-

tegrated-neighborhood or integrated-transported schools. When the socioeconomic level of the children was controlled across school settings, however, several statistically significant differences emerged.

In general it was found that:

high SES children in segregated schools displayed more positive self-concepts on Factors I and II than did high SES children in integrated schools;
high SES children in integrated-transported schools reflected higher self-concept scores on Factor II than did their counterparts in integrated-neighborhood schools;
low SES children in integrated-neighborhood schools had more positive self-concepts on Factors I, II, and IV than did low SES children in segregated schools;
low SES children in integrated-neighborhood schools displayed higher self-concepts on Factors II and IV than did those in integrated-transported schools;
within segregated schools, children from high SES backgrounds had more positive self-concepts on Factors I, II and IV than did those from low SES backgrounds; and within integegrated-neighborhood schools, children from low SES backgrounds exhibited more positive self-concepts than did their high SES counterparts.

Chi-square and additional t-test analyses run on data related to the demographic variables provided some interesting significant differences and trends in terms of differing hair styles, skin color, family structure, and children's preference for having white classmates. Results of this study were discussed in terms of their relevance for educational decision-making, with particular concern for the implications related to busing as a means of achieving school integration.

34. Willnus, Harry G. Behavioral Interactions Of Black and White Students In A Suburban High School. Wayne State University, 1972. 106p. Adviser: Marrel J. Clute. 73-12,620.

The purpose of this study was to determine the extent of intra- and interracial interaction and communication between students in an integrated high school.

Nine college students acted over a ten week period as Shadowers, shadowing unsuspecting high school students. A total of sixty randomly selected black and white junior and senior males and females were shadowed in halls and classrooms. A record of the interaction which each shadowed person engaged in was kept on a Behavioral Interaction Card by the Shadower.

Results were presented in tabular form with the use of frequencies, percentages, and the application of the Chi-Square Goodness-of-Fit Test. Observed interactions were analyzed from the standpoint of race, race and sex, and for each of four shadowed groups: white males, white females, black males, black females.

Data revealed a highly significant level of uniracial student interaction and communication within the school studied. Black and white females were highly prone to communicate with members of their own race. Black and white males were somewhat more likely to interact biracially than were black and white females, but neither groups interactions were proportionate to the racial composition within the school. All Chi-Square Goodness-of-Fit Tests, except one involving white males interacting with black students, were significant at the .01 level. Physical proximity, in terms of bringing students of differing racial background together, may not necessarily insure that they will interact, communicate, and experience each other.

The high level of uniracial communication and interaction within the integrated school studied was further reflected in observations made by Shadow People who unanimously reported voluntary racial separation of the races in classes, halls and assemblies.

35. Winstead, John Clayton. Changes In Attitudes Of Negro Pupils Moving From Segregated To Integrated Schools. The University of Tennessee, 1972. Major Professor: Dr. L.M. DeRidder. 73-2515.

An attempt was made to compare attitudinal changes in 53 (24 males and 29 females) fifth and sixth grade Negro pupils as they moved from a segregated school to an integrated school with attitudinal changes of a comparable group of 48 (23 males and 25 females) fifth and sixth grade Negro pupils who remained in segregated schools. Person-related concepts that were tested with a semantic differential included Mother, Father, Me, My Friends, My Teacher, and Negro. The same adjectival contrast pairs were used with each concept. A value of seven was assigned the positive member of each adjectival contrast pair. Scores were summed across the evaluative potency and activity dimensions of connotative meaning.

Three observations were made: spring (both experimental and control groups were segregated), fall(initial effects of integration compared with segregation) and winter (integration over time compared with segregation). A Linquist (1953) Type III design with repeated measures on the dependent variable, semantic differential ratings, was used in the analysis of the data.

Results of this study indicated that little attitude change was associated with the evaluative dimension for Me, Mother, Father,

and Negro. Males rated My Friends significantly lower on the evaluative dimension and higher on the potency dimension than females. Integration did not seem to significantly change these fifth and sixth grade Negro pupils attitudes toward Mother, Father, Me and Negro. There was an indication that these integrated pupils rated their place of residence more positively after integration. Data analysis for other concepts in this study revealed mixed results and tentatively suggested that the effects of integration are different for young adolescent Negro males and females.

Desegregation
Impact on Schools

36. Gendron, Eldridge Joseph. Pupil Transportation As Affected By the Desegregation Of Certain Florida Schools. University of Miami, 1971. 187p. Supervisor: Professor Gordon Foster. 72-22,930.

The facts related to busing brought about by school desegregation are generally vague both in relation to the number of children being bused soley because of desegregation and to the actual transportation cost.

The purpose of this study was to determine the effects of school desegregation on pupil transportation patterns, and more specifically to answer the following questions: Was there (1) an increase in the mean number of students bused after desegregation over and beyond the natural growth of student population? (2) an increase in the mean number of buses used after desegregation? (3) an increase in the mean number of miles traveled directly affected by the desegregation of schools? (4) a difference in the mean number of bus trips directly caused by desegregation? (5) an increase in the mean cost of busing (adjusted for inflationary factors) after desegregation?

An investigation of nine Florida county school transportation systems was conducted. Base data were gathered for the years 1965-66 and 1970-71. The study was primarily descriptive and involved case studies of the transportation system of each county selected.

The counties were selected from a population of all Florida county districts using a multi-stage, stratified, cluster random sample.

Information was obtained from school board records and interviews with those in charge of transportation in each county. This information was compiled, and comparisons made for the years under study. Costs were compared by use of cost-index numbers.

Findings

1. School desegregation increased the number of pupils transported beyond the natural school growth. An estimated 9,232 pupils were bused as a direct effect of desegregation when compared to the total number of 63,074 pupils bused in the nine counties under study.

2. Between 1965-66 and 1970-71, 103 school buses were added; 65 were estimated to have been added as a result of desegregation.

3. The mean number of miles traveled by buses increased 32.3 per cent; it was estimated that 7.5 per cent was caused by desegregation.

4. The number of bus trips increased 38.1 per cent; it was estimated that 18.3 per cent was caused by desegregation. A greater

efficiency in the use of buses was noted in the counties with large population centers.

5. The mean adjusted cost-per-pupil transported in the nine counties decreased by $4.64 per pupil between the years 1965-66 and 1970-71. The weighted average of the percentage of expenditures for busing out of the total educational budget revealed a decrease from 2.4 per cent to 2.0 per cent between the years 1965-66 and 1970-71.

Conclusions

1. School desegregation results in an increase over and beyond normal school population growth in the number of pupils transported, in the number of buses used daily, and in the number of miles traveled. Contrary to claims made by educators and the general public that increased transportation due to desegregation would bankrupt school systems, the study indicated that the increase due to desegregation represents a very small proportion of the total number of children transported.

2. Desegregation results in transporting a greater proportion of pupils in school districts with larger concentrations of population than in sparsely populated school districts.

3. When schools are phased out as a result of desegregation, those closed are almost always black schools, resulting in an increase in transportation.

4. The desegregation process results in a change in organizational patterns of grades within the school district.

5. Transportation costs adjusted for inflation decrease after desegregation.

6. The percentage of the total school operating budget spent for transportation decreases after desegregation because of less duplication of services.

7. Greater number of pupils are transported as a district attempts to combat "white flight" by approaching a racial balance of pupils in all schools.

37. Black, Paul Hunts. The Black School Situation: An Analysis. Northwestern University, 1972. 129p. Supervisor: B. Claude Mathis. 73-10,190.

The purpose of this investigation was to examine the nature, extent, and implications of problems found in predominantly Black inner-city schools.

A review of literature and findings which described the Black school setting; an explanation of our primary analytical tool-the domestic colonialism model: and a review of literature and finding in the fields of Cultural Anthropology, Education, Behavioral Psychology, and Sociology was completed.

Conclusions drawn as a result of the investigation were as follows: (1) Black schools similar to colonial outposts retard

the growth and development of the Black subculture; (2) dominant culture school models are not components of the Black subcultural system and, therefore, do not properly interface with many components of that system; (3) inner-city schools attempt to impose on Black children alien value orientations and other cultural elements which create social disorganization and personality derangement; (4) interfacing properly with the components of its system, dominant culture schools serve the interests of those who created them; (5) the concepts of legitimacy and authority are meaningless in the Black school setting; and (6) the push for integration without cultural representation may manifest the self-hate syndrome.

Recommendations posed as a result of the investigation were as follows: the character of schools should be determined by the members of the respective communities in which the schools exist; curricular objectives should be derived from the respective environments in which the curricula are used; higher education should place more stress on training and developing ethnic scholars who are highly knowledgeable about their respective subcultures; and Black elementary and high school students should be provided with regular and structured information about their subculture.

38. Harris, Theodore Robert. Political Influence and De Facto School Integration: A Comparative Study of Decision-Making In Northern Cities. The John Hopkins University, 1972. 329p. 73-12,139.

An analysis is make of the influence of several community sectors in supporting and opposing actions to counteract the effects of de facto school segregation between 1960 and 1968. The main source of data is interviews with 19 participants and knowledgeable informants in each of 93 United States cities outside the South. Data were obtained about participation of several actors in school desegregation issues, outcomes of these issues, several other decisions in each city, structure of the political, civic, and black communities, and other city characteristics. As a dependent variable, we developed an index of the number, diversity, and importance of actions taken in response to de facto school segregation. By means of a variety of statistical techniques we associated this index with efforts of several actors to influence the outcome in one direction or the other and made inferences about the degree of success such influence attempts. The impact of other city characteristics - notably, level of controversy - was also investigated.

Black political activity - of both electoral and confrontation styles - over a range of issues was strongly associated with outcomes favorable to civil rights. Active intervention by mayors tended to have the same effect, though typically arising from a rather neutral desire to mediate. Prominence of professional political leadership in cities also appeared to generate favorable

outcomes, and prominent civic leadership tended to have the opposite effect, although the results of our analysis of these sectors are more complex than this statement. Spontaneous activity by whites outside of leadership positions had no discernible effect. The personal attitudes of school board members bore little relationship to the outcome, although there is some evidence that such attitudes may have played an important role in certain types of cities. Finally, decentralization and controversy were positively associated with outcomes favorable to civil rights.

Many of these results were contrary to our expectations drawn from other studies of community decision, including school desegregation decisions. Implications of this fact are discussed, including suggestions for expanding the theory emerging from empirical studies to specify conditions under which alternative results may be expected.

39. Silcox, Harry Charles. A Comparative Study In School Desegregation: The Boston and Philadelphia Experience, 1800-1881. Temple University, 1972. 350p. 72,20,217.

The general trend in black education during the nineteenth century was from private, segregated, black schools to publicly-supported, segregated, black schools. Generally, black public education fell behind that provided for whites. Continually neglected by the school authorities, Negroes were the last to receive school buildings, infant schools, and high schools. Interestingly, the educational reformers responsible were advocates of aid to the Negro. Horace Mann of Massachusetts and Roberts Vaux of Philadelphia both typify the dilemma faced by advocates of public education. Should they chance the social disruption and public controversy which might arise over support of the Negro or work only on behalf of their respective public, educational system. To both, the necessity of positive public opinion during these early formative years far outweighed personal concern for the Negro. Their contribution was a public school system. The issue of black education fell to the Negro and other ante-bellum whites interested in the plight of the black man.

Throughout the nineteenth century Negroes advanced five basic demands for black public education which was directed toward the ultimate goal of the best possible education for their children. The first demand occurred between 1800 and 1820 when blacks aided by whites pressure for publicly supported, black schools. This realized, Negroes called for improved facilities and settings. Disillusionment with white teachers followed, with Negroes authoritatively inquiring about black teachers for black schools. The fourth demand called for the elimination of all-white schools so black children could attend the school nearest their home. Finally, and still an issue today, came requests by some

blacks for abolition of all black schools and the placement of black children in schools of the white community.

Two basic approaches unfolded in ante-bellum America. Philadelphians Octavius V. Catto and Jacob C. White, Jr., and Boston's Thomas Paul Smith were part of a "separatist" group interested in Negro self-help and racial solidarity. Convinced that education conducted by black teachers in black schools offered the Negro the greatest access to knowledge, this group relied upon the support of black churches and encouraged the formation of black institutions. Philadelphia Quakers through the Institute for Colored Youth encouraged this approach. In particular, Jacob C. White Jr., the first black Principal in Philadelphia (Vaux School 1864-1896), realized that black schools provided teaching and leadership opportunities for blacks.

"Integrationists" led by Bostonians William C. Nell and John T. Hilton and Philadelphian Robert Purvis, held that Negro equality would be recognized by whites only through "mixing" of the races. Also characteristic of this movement was the influence of Garrisonian abolitionism. Clearly, the educational demands of the Negro in mid-nineteenth century were affected by whites who advised them. However, this factor, in itself, is not sufficient explanation for the twenty-six year difference between the legal desegregation of schools in Boston and Philadelphia.

One significant trend is apparent. Small towns and cities with smal Negro populations were the first communities to desegregate. Boston desegregated schools before Philadelphia; Salem, Lowell, New Bedford, and Nantucket, before Boston. Even majority support for the 1881 Pennsylvania desegregation law came from the smaller towns. Interestingly enough, in large cities like Boston and Philadelphia when passage of desegregation laws was accomplished, the law was enacted by the State Legislatures.

A second key to desegregation, and to prejudice itself, rests with the climate of a given community. Free expression, community interest, and the emergence of less spiritual and more worldly religious practices of Unitarianism gave evidence of Boston's open society. Publicly debated and argued on moralistic grounds as well as practical grounds, issues such as school desegregation never became dormant. Intellectual institutions led the way in reform. Discrimination and segregation could not stand up under the criticism of open discussion and the critical thinking; Boston had both.

40. Wilson, Joan Barbara Reiner. Racial Imbalance: School District Policy Making Under Pressure. University of California, Los Angeles, 1972. 406p. Chairman: Professor Marvin C. Alkin. 72-25,850.

The dimensions of the desegregation problem in a small city noted for the perpetuation of de facto segregation in its schools form the focus of this study. The community under examination is Santa Ana, California, a stronghold of conservatism, located in the Los Angeles metropolitan area with a population over

170,000 and a steadily increasing minority enrollment. The school district has tolerated severe racial imbalances in eleven of its twenty-two elementary schools-a clear violation of the California State Board of Education fifteen percent plus or minus variance guidelines. These circumstances prompted the central question of the investigation, what factors facilitate or impede a school district's policy making process under the pressure to desegregate its schools?

The research design followed an exploratory methodology in which the author, acting in the role of participant-observer, collected substantive data over the three year period. A conceptual model of the desegregation process organized the data and provided a structural framework. An analysis of demands in the school district contributed to an explanation of the variation in board decisions and policies.

The study has uncovered multiple factors attributable to the school district's reluctance to seize the initiative in desegregating its schools. Coincidentally, it has chronicled a unique combination of events which reversed school policy and forced a commitment to desegregation in mid-1971.

Prior to this date the force of court decisions and legislation had jolted the school district from its traditional "color blind" position into an acceptance of segregated compensatory education programs. This step had been undertaken with great reluctance. In 1968 it represented a dramatic departure from the established mores which had preserved the status quo and privilege. The old-line Anglo families sought to maintain the sharp definitions of class lines. Middle-class Anglos had fled the city rather than remain and face the enormous efforts required to undertake the kinds of social action plans and urban renewal programs necessary to restore a deteriorating central city. Minority people who remained held ambivalent attitudes concerning the benefits of integrated living and could not agree upon solutions to the school segregation problem.

Beset by an inordinate number of problems beside those associated with racial imbalance, a divided board and administration decided not to undertake an aggressive role in desegregation. Assessing public opinion in the community as very supportive of the neighborhood school concept and antagonistic toward busing as a remedy to imbalance, the district chose to await a court order before enacting remedial measures.

Events moved rapidly, however, when an earthquake forced the closing of ten schools. At the same time an election-law oddity presented the community with the unanticipated opportunity to elect a moderate slate of trustees (and terminate the tenure of two ultra-conservatives). The initiative of this new slate of trustees, more than efforts of the administrative staff or civil rights groups, committed the district to desegregation. However, the underlying circumstances for this action stemmed from the pressures of a natural disaster and the effects of municipal reform.

41. Ruíz, Eleazar Montaño. An Analysis Of Desegregation Trends and Strategies In Selected California Public School Districts. University of Southern California, 1973. 315p. Chairman: Professor De Silva. 73-14,440.

The purpose of this study was to derive data for use by elementary, secondary, and unified school districts in developing guidelines to implement desegregation and integration plans.

The population selected consisted of the 240 California school districts which had been identified by the Bureau of Intergroup Relations, California State Department of Education, as having pupil ethnic and/or racial imbalances between October 1969 and October 1971. Data were collected through the use of a field-tested questionnaire which was mailed to the superintendent of each school district. Computer assistance was used to calculate row and column percentages and make specific cross tabulations on selected questionnaire items and pupil enrollment categories. Data were based on responses from 96 school districts (28 elementary, 59 unified, and 9 secondary).

Selected findings from the literature were: (1) The neighborhood school concept, as popularly defined today, is not corroborated by past court decisions. (2) Busing is the safest means of getting children to school. (3) There is no longer a clear distinction between de jure and de facto segregation. (4) Majority student achievement in an integrated school is not adversely affected and may improve, whereas that of the minority child is likely to increase. (5) There is substantial authoritative evidence supporting the need to focus on the unique educational needs of Chicano and other Spanish-speaking pupils.

Representative of the nineteen major findings related to analysis of the questionnaire are: (1) The major impetus for districts to desegregate was the official notive from the Bureau of Intergroup Relations. (2) The majority of school districts had busing systems in effect before the notice of pupil racial and ethnic imbalance was received. (3) There were no desegregation methods which emerged as exceptionally expensive, controversial, or impractical at the onset. (4) The majority of school districts were in various stages of "partial desegregation" according to the Mercer Segregation-to-Integration Continuum. (5) The desegregation methods most frequently endorsed by elementary and unified school district boards were rezoning, transporting pupils, and reorganization of grade patterns. (6) The strategy least employed by most districts was assistance from the county schools office. (7) The desegregation methods most frequently endorsed by secondary school district boards of education were free choice transfers, rezoning, transporting pupils and site selection.

Based upon the findings of this study, the following conclusions can be drawn: (1) The Bureau of Intergroup Relations has a significant and prominent role in assisting school districts with

development and implementation of desegregation plans. (2) Rezoning, transporting pupils, and site selection appear to be trends for desegregating elementary, secondary, and unified school districts. (3) Positive administrative leadership and board of education support are prominent factors influencing the adoption of school district desegregation plans. (4) Desegregation plans involving busing are most controversial and generally do not require a great expenditure of funds. (5) The majority of school districts have not moved boldly to correct serious conditions of pupil racial and ethnic imbalances.

Recommendations: (1) Districts involved in the correction of pupil racial and ethnic imbalance should use the research data developed by this study as guidelines in designing, modifying, and/or implementing desegregation plans. (2) Nonimbalanced schools should use the data developed by this study to prevent conditions of racial and ethnic imbalance from occurring. (3) The Bureau of Intergroup Relations should continue its active involvement in assisting school districts with development and implementation of desegregation plans and with implementation of an intensive in-service training program for district and county personnel involved in the desegregation process. (4) The Bureau of Intergroup Relations should develop new strategies to use the resources of county schools offices more effectively. (5) Administrative staffs and boards of education should assume the major leadership responsibility in effecting desegregation procedures.

42. Barnes, Thomas Gordon. An Exploratory Study Of Parents and Public School Educators On the Issue Of Cross-District Busing In A Suburban District. Michigan State University, 1972. 195p. 73-12,665.

The purpose of this exploratory study was to find if a common perspective among suburban citizens and educators existed in regard to the current issue of cross-district busing. The methodology employed to secure the pertinent findings was that of the in-depth interview process and limited symbolic interaction or participant observation.

The methodology was basically guided by four exploratory questions aimed at revealing a community perspective. Selection of a sample was determined by the combination of statistical random sampling procedures and the employment of theoretical sampling.

The issue of cross-district busing, being an outstanding topical issue of the day quite obviously precluded the researcher from gaining valuable data from past research. Pertinent to the issue and thus of value to the background of the study was the utilization of salient judicial decisions of a historical nature and the contemporary findings regarding the matter of integration, and equal opportunity.

A rather typical white suburban school community was selected for this research project. The area is currently involved with litigation concerning the issue of cross-district busing. A selection of elementary school parents and teachers was used to gather the data in this exploratory study.

It was discovered that a collective community perspective did indeed exist in relation to the issue of cross-district busing. In relation to the basic exploratory questions used and from the researcher's employment of participant observation the following conclusions were drawn.

1. All personnel agreed that the community did not accept the notion of cross-district busing.

2. On the more general matter of integration, a majority of the population frame agreed that socially such a move would be acceptable and necessary for the continued stabilization of the races. The particular modes of integration, however, were suggested to be least disruptive to the white community.

3. Regarding each interview aimed at the individual's personal orientation to the issue of cross-district busing, there was unanimous disapproval. Virtually all interviewees felt the tactic of busing employed to integrate schools was indefensible as as measure to eliminate racial animosity, or create a school atmosphere conducive to good education.

Most citizens and educators felt that a more conpensatory economic settlement should be adopted to improve black schools and at the same time maintain the "separate but equal" philosophy.

4. In response to the question concerning community behavior, should cross-district busing be ordered by the courts, most interviewees admitted with frustration that they would abide by the law, but would continue to utilize the democratic processes to turn the situation around. This majority believed that any forms of violent protest would not only be futile but damaging to the situation that was already barely tolerable.

A minority of the population interviewed, particularly males, indicated that they would simply not allow such a court order to take place, even if that meant civil disobedience. Most antagonists, however, felt they would first leave the community and seek educational racial separation in another area removed from the issue.

As an exploratory study this research was not purported to by hypothesis testing in nature. The intent of the study was to provide a foundation of descriptive data which would have the potential of being hypothesis generating. Out of such an exploratory study the number of possible relationships that might be examined is legion. Therefore, the researcher must be careful to employ a theoretical framework in postulating heuristic assumptions. The hypotheses generated from this study fall within the social conflict theory framework.

Desegregation
Impact on Parents and Community

43. Harned, Roger James. White Attitudes Toward Racial Integration In the United States, 1964-1968. University of Minnesota, 1972. 228p. 73-10,568.

This research is motivated primarily to explain individual differences in attitudes toward integration. It focuses on theories derived from the literature on prejudice, or from the "theories" of prejudice. There are "theories" only in the sense that they attempt to relate variables. Further, since the North and the South have exhibited entirely different traditions and different behavior toward blacks, and because the inhabitants of these regions differ so remarkably in their social attitudes today, the attempt to explain such differences is, essentially, cross-cultural research.

A consideration of the determinants of these attitudes becomes important because the politics of one region in this country, the South, have been dominated by racial considerations; and Southern politics have, in turn, had significant and far-ranging effects on natural politics. Futher, one must consider the racial "problem" not only because of its past consequences, but also because it remains a significant aspect of American politics today. The emphasis of this research has thus focused on those factors which might be so manipulated as to reduce existing levels of racial prejudice. Particular attention has been paid to the possible role of political leaders in this effort.

Data for this research come from two national sample surveys, originally administered in 1964 and 1968 by the Survey Research Center, the University of Michigan, and made available through the Inter-University Consortium for Political Research. Each survey provided the information necessary to examine a number of possible explanations of white racial attitudes. The dependent variable for the research was derived from a set of five questions which formed an additive index of conative attitudes toward blacks. The methods employed were those considered most appropriate to survey research.

Of all existing "theories" or explanations of individual differences in racial attitudes, four were examined: the cultural, the psychological, the social, and the situational explanations. In addition, attempts were also made to explain the changes that have occurred in these attitudes over the four-year period from 1964-1968, and to explain one possible behavioral manifestation of these attitudes, the 1968 vote for George Wallace for President.

An examination of the beliefs and behaviors of political activists was also included, because it is this group that not only ultimately controls many of the resources necessary to implement change, but also may be more inclined, because of their relatively more tolerant views toward blacks to use these resources to bring about a reduction in racial prejudice.

An examination of the four possible explanations of differences in attitudes toward integration showed that cultural differences, between the South and the rest of the country, accounted for the greatest variation. This was inferred, as no direct measure of culture was possible. The psychological explanation was the least useful. A test of the situational theory produced ambiguous results. Of the social variables employed, age and education made the greatest difference, but these were not powerful enough to overcome region itself.

This could lead to some pessimism regarding the possibilities of change, as it might be dependent on relatively slow cultural change. But further analysis showed that a reduction in anti-integration attitudes over the four-year period was disproportionately associated with some groups: the young, the college-educated, and the politically active. These groups not only showed more tolerance towards blacks -- especially in the South -- but also greater reluctance to express whatever negative views they might have, at least in terms of voting for Wallace in 1968. These groups seem to hold the positions, resources, skills, and the inclination to induce changes; and the evidence indicates that they will do so.

44. Piwko, Robert John. A Descriptive Study Of the Opinions Of A Suburban Michigan Community Regarding Desegregation Of Schools and Selected Desegregation Proposals: Implications For Leadership Personnel. Wayne State University, 1972. 139p. Adviser: Wendell Hough. 73-12,580.

The primary purpose of this study was to determine the perceptions of the Ferndale Schools community regarding desegregation and selected desegregation plans.

A secondary purpose of the study was to propose a plan of desegregation based upon the attitudes of the community and the Ferndale mandate to desegregate the School District of the City of Ferndale, Michigan.

Answers were sought to the following questions: 1. What is the present attitude of the community regarding desegregation? 2. Under what conditions would the community accept desegregation? 3. What type of desegregation program would the residents of the community accept, if they were forced to make a selection?

To gather the data, from which the above stated questions would be answered, a stratified random sample of 300 parents who had children in grades K-5 in the Ferndale Elementary schools were interviewed by professional survey personnel by telephone. The survey instrument used to collect the data was comprised of a series of yes or no, forced choice questions and one open-ended question.

The responses of the participants were tabulated by means of a raw score and frequency percentage for each question in the survey instrument.

The findings of the study revealed that the Ferndale School community is opposed to the desegregation of the elementary schools. The findings further revealed that the Ferndale Schools community would more readily accept desegregation if it were mandated by court action and after all appeals had been exhausted.

The findings of the data also show a sharp distinction between the black and white communities regarding an accepted desegregation program.

It was concluded from the data that the closest agreement regarding a desegregation plan would be the combining of the segregated elementary school (Grant) with the closest elementary school housing only white students.

School Organization
Community and Culture

45. Wolcott, Harry Fletcher. A Kwakiutl Village and Its School: Cultural Barriers to Classroom Performance. Stanford University, 1964. 519p. 64-13,657.

This dissertation concerns a small, isolated Kwakiutl Indian village located on an island in British Columbia, Canada. The purpose of the study is to use the perspective and techniques of cultural anthropology in describing an Indian community and its school, and to identify how the social and cultural environment in which the children live interferes with and is at times antithetical to classroom learning.

To carry out this study the writer, trained in both education and anthropology, accepted a position as the teacher in the village school. The writer assumed the role of participant-observer in the community. The period of field research extended over one calendar year in 1962-63 and included participation in summer activities of the villagers as well as teaching during the ten-month school year. The case study as presented relates the study of culture to classroom performance.

An introductory chapter reviews pertinent literature and describes both the village setting and methods used in the field research. Chapter Two is an expanded ethno-graphic description of village life today. A sample is introduced of the 125 adults and children in the village to illustrate the economic and social organization in the village and to give greater depth to the description. Chapter Three describes the school from various points of view: how the villagers feel about the school and "education" generally, how teachers at the school and at other village schools view their roles, and how the children perceive school and how they perform as learners. Both chapters contain a great deal of primary data. Written and spoken accounts of village and school life as given by young and old villagers and by teachers are included. Performance on standardized tests is also reported, and the relationship between familial acculturative status and the performance and attitudes of the pupils is described.

Chapter Four makes explicit some of the cultural barriers to classroom performance which are implied and supported by the accounts in the descriptive chapters. Barriers directly related to the classroom and to the differing expectations between teachers and pupils in the cross-cultural situation include: problems of stress among villagers which disrupt both school community relations and interpersonal relations within the classroom, a prevailing attitude of hostility toward the school, the lack of any advantage accruing from a formal education, con-

sideration of the traditionally "appropriate" age for receiving instruction, differences in who activates the learning role in village and school life, and some problems which contrast classroom requirements with life outside the classroom. These later problems include the non-listening of pupils, the nature of classroom activity and organization, and certain narrow expectations of what school is about. Other barriers to formal learning arise from factors which seem to pervade village life generally, anti-White or anti-authority feelings, the problem of bilingualism, the emphasis on immediate action and reward, the generally disorienting aspects of acculturative stress, a lack of commitment to the acquisition of "knowledge", and that the village child experiences firsthand most of the roles he will ever play.

46. Ingster, Bernard. A Study Of the Concept Of Urban Neighborhood Education Illustrating An Emphasis On the Relationship Of the Neighborhood School To Disadvantaged Peoples. Rutgers - The State University, 1969. 142p. 70-3359.

This is a study of historical and contemporary meanings of the concept of urban neighborhood education and their relation to educational theory as it applies to currently recommended alternative school organizations.

Analysis proceeds, through historical research, from the assumptions that the schools are influenced by three separate, if related forces: (1) the geographic community--the physically contained population, with its institutions and modes of life, immediately surrounding the school; (2) the educational commonwealth--the community of educationally interested lay citizens and persons involved professionally in education; (3) the wider community--a cultural extension beyond geographic communities, reflecting man's life styles and aspirations.

Characterictic associations are shown between American urban neighborhood schools and two groups of disadvantaged peoples with whom they have been prominently identified--turn-of-the-century European immigrants and Southern migrants during and after World War II.

In early, non-urban America, limited elementary school programs were offered at facilities located conveniently within geographic communities. Over time, the educational commonwealth and wider community forces built legal support for free, compulsory education while simultaneously expanding curriculum content. With the growth of American cities, new urban geographic communities, developed from European immigrant populations, found common interest with the commonwealth and wider community in broadly using neighborhood schools to serve formal and non-formal educational needs. The communities jointly met immigrant needs

for play space and recreation, for training to facilitate entry into American life, and for gaining feelings of participation and control over important decisions within alien institutions.

Between World War I and World War II, history discloses a decline in the geographic community role in defining educational aims, a shift in educational commonwalth interest to scientific pedogogy, and educational policy movement toward wider community ends. Additionally, American Negroes, with similar needs of European immigrants, poured into urban centers and built pressures to alter socioeconomic and political disadvantages. A key challenge to neighborhood schools came from thrusts against de jure and de facto racial segregation.

The study revealed six categories of criticism or urban neighborhood education: (a) antiquated facilities; (b) poor students' and public image about school quality; (c) deviation from common school traditions; (d) failure to provide racially integrated educational experience; (e) economic waste; and (f) poorly conceived education for exceptional children.

Four major recommended alternatives to neighborhood schools evolved and were studied: (a) transporting students to facilitate integration; (b) "pairing" two adjacent schools; (c) developing magnet schools; and (d) establishing educational parks.

The study details four categories of support for neighborhood school education. Closeness of the school to the neighborhood was said to: (a) have advantages to parents, teachers, and administrators; (b) advance social aims; (c) help the disadvantaged in particular; and (d) best serve the preferences of the geographic community. There is also interest by Negroes in using neighborhood schools to develop feelings of black dignity and self-worth through black geographic community participation in and control of school matters.

The conclusions of the study are: (1) The urban neighborhood school is a viable educational institution with important differences from other schools in the history of American public education. Its most impressive contributions have come when there were consonant concerns by the geographic community, the educational commonwealth, and the wider community. (2) The concept of urban neighborhood education is an historical reservoir of experience relevant to the promotion of intellectual and social growth leading to personal dignity and maximum individuality in a world context of complex inter-relationships. (3) A more general conclusion is that a concept of three "communities" is appropriate for projecting proposed school organizational patterns into a broader perspective for making reliable evaluations.

47. Sabey, Ralph Harris. Staroveri and School: A Case Study Of the Education Of Russian Immigrant Children In A Rural Oregon Community, University of Oregon, 1969. 185p. Adviser: Harry F. Wolcott. 70-2538.

The purpose of this inquiry was to examine cross-cultural education in a rural American community. The community selected, Gervais, Oregon, was one in which the children, from twenty-seven recent immigrant families attend school. These families were of the Staroveri religion and were Russian-speaking peasants, who migrated from northern China to Brazil in 1960 and to Oregon during the period from 1964 to the present.

The data is presented in t major parts: an ethnographic type account of the Staroveri and an ethnographic type account of the Gervais Elementary School. Data were collected by methods associated with field study procedures: both formal and informal observations, interviews, questionnaires, autobiographical statements, sociograms, pupil writings and perusal of documents. Data collection was guided by a category scheme.

A summary of the findings indicate that the problems associated with cross-cultural education in this community may be focused into six major areas: (1) The Staroveri's lack of information about the Gervais Elementary School. (2) The Gervais Elementary School's lack of information about the Staroveri. (3) The differences between the ideal goals (conceived values) of the Gervais Elementary School and the educational practices (operative values) which occur in the Gervais Elementary School. (4) The differences between: the operative and conceived values of the Staroveri, and the operative values of the Gervais Elementary School. (5) The differences between: the operative and conceived values of the Staroveri, and the conceived values of the Gervais Elementary School. (6) The differences between the object values of the Staroveri and the object values of the Gervais Elementary School.

This study concludes with a statement of some propositions about cross-cultural education in Gervais which may be investigated under more controlled experimental conditions.

48. Keith, Leroy. An Analysis Of Recommendations Made By Inner City Residents Of Indianapolis For Improving School and Community. Indiana University, 1970. 115p. Chairman: Dr. Maurice E. Stapley. 71-11,394.

American cities are faced with a complexity of problems critical to the future existence of the country. These problems are incubated, nurtured and matured in the inner cities of most metropolitan areas. The traditional school program has not been successful in meeting the needs of inner city communities. Inner

city residents are more vocal than ever about the gaps that exist between the school and community at large. These voices must be heard.

The purpose of this study was to analyze the recommendations made by inner city residents of Indianapolis for improving school and community services and to test the validity of these recommendations according to current conditions in the area.

The basic data for this study was obtained during the eight day Indianapolis Educational Facilities Charrette. The Charrette process involved residents of the Model Cities Area in making recommendations for improving their schools and the community at large. The recommendations suggested were analyzed and a description for services desired by the community. Through field visits to various agencies, data was collected on current conditions in the area. A proposed program of services was developed from a comparison of the recommendations with current conditions in the area.

Residents' recommendations were found to have considerable validity and it seems that maximum participation of low-income residents in planning programs for their communities is imperative. Though many of the needs of disadvantaged communities are "common knowledge," involving the residents tends to bring out more specific details of the types of services and activities desired by individual communities. The Charrette process offers a chance for increased involvement of disadvantaged people in planning for the improvement of their communities provides an opportunity for better communication with city officials and stimulates community pride.

The following recommendations were made:

1. The Charrette follow-up committee should continue its efforts to see that programs are implemented in accordance with some of the recommendations made by the residents of the area.

2. Agency officials should investigate all possible sources of funds that can be used to implement services needed in the area and to improve existing services.

3. Efforts should be made to utilize the Charrette process in the planning of schools in all areas of the city in order to stimulate community involvement.

4. In future planning conferences, outside consultants should help work out the details of programs recommended by residents. Also, the involvement of greater numbers of residents should be encouraged.

49. Sanford, Gregory R. The Study Of Nez Perce Indian Education. The University of New Mexico, 1970. 245p. 71-12,795.

Studies of "rock writings," both pictograph and petroglyph, indicate that the primitive artist was following a pattern of pictography in the vogue of his area. The drawings were symbolic or religious and ceremonial rites, i.e., puberty. Rich findings have been located along the Snake River depicting the history of the Nez Perce Indian.

Education of children was in the form of myths and legends told in large group gatherings in the longhouse during the winter months. Expressions of politeness, etiquette, and proper behavior were usually emphasized. Horror stories indicated treatment by "spirits", if caught. Monsters were obstacles to be conquered. Tribal history and biographical sketches were an important part of education. Apprentice training was the most popular method of teaching established skills, much of the teaching being done by older Indians and parents. A religious experience of a vision quest for the spirit "weyekin" was a part of growing up. The feast of the first fruits in the spring was another important religious ceremony. Religion was a central part of their culture and rules on religion, birth, adolescence, marriage, death and burial were taught. Magic, too, was important with the Shaman (witch doctor) as the leader. Some of these ceremonies were held as recently as 1940-1945.

The Lewis and Clark expedition in 1805 may have been the first contact of the Nez Perces with the whites. Other early contacts were with Catholic and Presbyterian missionaries.

Early missionary, Reverend Henry Harmon Spalding, was away ahead of his time. He believed the Indians could be civilized, educated, and converted to Christianity. He and his wife helped them construct and operate a gristmill, sawmill, blacksmith shop and printing shop and introduced agriculture. Spalding translated the Bible into the Nez Perce language. He established schools. Finding the English language too difficult for them, he learned their language. He devised an alphabet for them and printed a lexicon and grammar-imperfect, of course, but of service. As the Indians liked music, he translated hymns and even composed new ones in their tongue. However, he had a violent temper and lashed the Indians. There was much conflict between Spalding and the Catholic missionaries.

The Indian children, in order to receive a Catholic education, had to travel to DeSmet, Idaho. They did not get their own school at Fort Lapwai until 1902. In 1915 an orphanage was opened. Both school and orphanage burned on Auguest 27, 1916. Rebuilt, they were destroyed again by fire on October 3, 1925. Eventually a concrete school was built. Today both school and orphanage are closed.

It would appear that the missionaries failed to build a lasting bridge between the Indian and white cultures. They merely tolerated the Indian way of life until they could teach them to be good white men.

The Bureau of Indian Affairs came into being in 1824 during the Jacksonian era. By 1849 it passed from military to civil control, its work to "civilize" the Indians and train them for farming trades. By 1862 the Indians came to be regarded as "wards" of the government. As the "Wild West" filled with white settlers the various tribes had to curtail their ranging habits or continue them in a much smaller region. So long as fish and game were plentiful, there was little trouble. As the settlers grew in numbers, food and buffalo became scarce and the Indian began stealing cattle. By 1853 the whole area was involved in general uprisings.

With the building of the railroads, more and more land was taken from the Indian. By 1854 the Nez Perce, once a free and prosperous tribe, were to be relegated to reservation life. Considered the most intelligent Indians west of the Rocky Mountains, they were beginning to wonder what had happened to the white man's promises of schools, industries and teachers. A treaty was finally ratified in 1859, the first appropriation being made in 1861. Gold was found in abundance on the reservation and the whites poured in. The reservation was reduced to about one-sixteenth its original size and a compensation of $262,000 was given, $50,000 of which was for school land. The treaty was not popular. The new school was not built until 1870. Spalding was assigned as Superintendent of Instruction by the Presbyterian Church. Much trouble ensued.

The Indians continued to farm, to graze their cattle, and to raise their famous horses, to improve their 20-acre tracts, and to build homes. They showed interest in education and in religion and in less consumption of whiskey. It was becoming apparent that the only way to make responsible citizens of the Indians was to give them land as well as to teach them how to farm. The Dawes Act was passed in 1887. By 1894 farming flourished, fine homes were built. Some 203 students were enrolled in the school.

By the early 1900's Indians and whites were attending the same public schools. They mingled well, were seldom unruly, and were easily disciplined. Many attended the Carlisle Industrial School in Pennsylvania. Others were sent to the Haskell Institute in Lawrence, Kansas.

Lapwai Rural High School was opened in September, 1901, the first rural high school in Idaho and the first integrated school of its kind in the United States. This same year, instead of the big boarding school maintained at Fort Lapwai, the Government established schools and workshops throughout the reservation and also planted fruit orchards and vegetable gardens for instruction in farming.

The Meriam Report, published during 1926-28, pointed out weaknesses in the program of Indian life and education. Since that time an improved school system has been established with the greatest responsibility being allocated to the State of Idaho, aided by Federal funds. Since 1960 the Nez Perce have benefited from several Federal programs.

50. Washburn, David Edward. Democracy and the Education Of the Disadvantaged: A Pragmatic Inquiry. University of Arizona, 1970. 307p. Director: T. Frank Saunders. 70-20,705.

There are 34.4 million citizens of the United States who live in poverty, while many millions more are haunted by its specter. Some social scientists estimate that as many as a third of our children are socioeconomically disadvantaged. Couple this estimate with the staggering body of evidence which indicates that this type of deprivation is closely connected with impoverishment of educational attainment, and the problem which confronts the schools of the nation takes on massive proportions.

A democratic society demands a great deal from its citizens. The schools are foundational to a free and open society, acting as an agency designed for the production of citizens capable of full and responsible participation in that society. The existence of large numbers of educationally disadvantaged citizens is a burden upon a social system which idealizes the participation of all in the formation of the values by which it is to be regulated. Therefore the education of the disadvantaged, to the end of developing a citizenry more fully equipped for the demands of participation in the processes of social judgment, has become a national concern.

But do we have adequately developed educational theory upon which maybe built programs of education for the disadvantaged likely to produce democratic outcomes? A structural and consequential logical analysis of the alternative theories utilized for the education of the disadvantaged should provide evidence in answer to that question. The pragmatic philosophic system provides a logical structure by which educational theory may be evaluated and consequences judged in terms of selected principles of democratic theory.

An application of this logical system to such an analysis of those theoretical positions which have been utilized or proposed for the education of the disadvantaged learner, finds them inadequate to the pragmatic test on a variety of levels. These include those that may be termed the genetic determinist, general behaviorist, eclectic interactionist, Piagetian, self-concept, and cognitive theories. In terms of the criteria of adequacy utilized in their analyses, each exhibits logical, structural,

and consequential inadequacies.

The logical fallacies which are most prevalent in the theoretical positions analyzed include the teleological and generic fallacies, reductionism, reification, argument from design, referential inadequacies, circular, the logical antinomy, mechanism, and unnesessary vagueness. Consequential analysis reveals that the genetic determinist and behaviorist positions, as presented as systems for the education of the disadvantaged, offer negative potential for democratic outcomes. In this regard the eclectic interactionist, Piagetian, and self-concept theoretical frameworks were found to be haphazard. Cognitive theory offers the most potential for democratic outcomes but is often vague in regards to the handling of the generic thought process.

The challenge which this analysis affords is the formulation of an alternative theory and its educational model which will be structurally sound on the basis of the established criteria of logical and consequential adequacy. This theory for the education of the disadvantaged learner has been called conceptual theory.

The conceptual position is built upon an assumptive base of values which include that meaning is dependent upon the conceptual style utilized by man, that this conceptual style is value based, that conceptual style can be learned, and that this conceptual style should be structured for democratic outcomes.

When analyzed in terms of democratic theory, a teachable conceptual structure model emerges composed of conceptual levels, from the lowest to the highest, termed the immediate, mediate, deliberately mediate, valued mediate, and retroductively mediate levels and interdependent conceptual skill areas called the problem solving, classification, "perceptual set", and language usage areas.

Based upon this theoretical foundation are built diagnostic, curricular, and pedagogical strategies adequate to the production of citizens capable of responsible participation in a democratic society.

51. Lopez, Thomas R. Jr. Prospects For the Spanish American Culture Of New Mexico: An Educational View. The University of New Mexico, 1971. 344p. 72-30,759.

The Spanish Americans of central and northern New Mexico are beset with complex social problems that result, in the last analysis, in their inability to enjoy the full measure of the benefits this country offers. They have been citizens of the United States for almost a century and a quarter, but they remain outside the mainstream of American life. There appears to be renewed interest in cultural pluralism, i.e. encouragement of cultural diversity as a national asset. As a function of "time lag" in New Mexico, the state offers abundant opportunities for a social experiment in American cultural pluralism. Institutions cannot be fully understood unless viewed historically, and educational programs are ineffective at best and per-

nicious at worst if they are not purposefully grounded in the history and culture of the people they are intended to serve. During the decade of the 1960's, various programs were implemented to address the needs of Spanish Americans and others: however, little attention has been paid to possible implications of those programs for the future of Spanish American culture. What historical changes have occurred in Spanish American culture? What is the nature and direction of contemporary change? What basic social and educational policies might be required to adapt programs to cultural diversity and to foster cultural pluralism? What are the prospects, in short, for the Spanish American culture in northern New Mexico from an educational viewpoint?

The study is an adaptation of the model used in Glazer and Moynihan's Beyond the Melting Pot: Spanish American cultural patterns have been changing, but change in the American environment has been one of separate evolution. Cultural descriptors, viewed historically, include: economic factors, political factors, religion, education, the family, the artistic and creative dimension, language, and Spanish American community and life style. The study is based on secondary historical and sociological works, reports and publications of government agencies and of the University of New Mexico, interviews and newspaper articles.

The historic isolation of Spanish Americans is continuing as a function of economic deprivation and racism. Is is this isolation that is increasingly sustaining and informing Spanish American culture. Little is being done in terms of social and educational policy to either arrest that progressive deterioration or to foster cultural pluralism, even among many Spanish Americans.

As a function of "time lag" in New Mexico, cultural pluralism is still a possibility, but the possibility diminishes with each passing decade. Prospects for the Spanish American culture are bleak, and "cultural pluralism" is perhaps little more than a political slogan.

52. Anderson, Donald Howard. Communication Linkages Between Indian Communities and School Districts In Wisconsin. University of Minnesota, 1972. 246p. Adviser: Clifford P. Hooker. 73-10,661.

The purpose of this project was to investigate the relationship between the Indian community and the schools its children attend; to attempt to understand why the child often does not achieve to his fullest capacity, and then to make positive, practical suggestions that might improve this situation. The concentration of this study was in relation to a communication gap - a lack of understanding between the Indian community and its public schools. Of particular concern was the communication, or lack thereof, between the reservation areas as represented by local area Indian education committees, Great Lakes Inter-Tribal Council Education Committee, home-school coordi-

nators, and the school district administrative structure.

The survey included 18 school district administrators in districts eligible for Johnson-O'Malley in the 1971-2 school year (of a possible 19); nine home-school coordinators in the same school districts (of a possible 10); and 25 members of the Great Lakes Inter-Tribal Council Education Committee (of a possible 27 members and three alternates). The survey pertained to aspects of communications between these three groups.

Findings

1. School administrators were not only experienced in terms of length of total employment, but also in terms of experience in schools with a population of Indian students.

2. The position of home-school coordinator has emerged only recently in Wisconsin. Four of the nine respondents were new to their position in 1971-2.

3. Respondents had not served very long on local area Indian education committees or on the Great Lakes Inter-Tribal Council Education Committee, although 23 of the 25 respondents were members of both committees.

4. School administrators attendance at local area Indian education committee meetings and Great Lakes Inter-Tribal Council Education Committee meetings was poor. However, they also were generally not informed of times and dates of these meetings.

5. Home-school coordinators and Great Lakes Inter-Tribal Council Education Committee members did attend more meetings than administrators, but many were also not informed systematically of times and dates.

6. All three groups in the study favored inviting school administrators to Indian education committee meetings and generally felt it would be beneficial for them to attend. Input by school administrators was also favored.

7. Minutes of Indian education committee meetings were not readily available to all people.

8. All three groups tended to feel that Indian influence would be greater if an individual Indian was on the board of education, rather than on an Indian education committee.

9. Reservation tribal councils were viewed as being moderately involved in education at the local level. More involvement was favored.

10. Indians have not been represented in any great number on school boards in Wisconsin.

11. Administrators and home-school coordinators generally favored leaving Johnson-O'Malley funds under the Department of Public Instruction, while Great Lakes Inter-Tribal Council Education Committees were almost evenly split between the Department of Public Instruction and the Great Lakes Inter-Tribal Council.

12. The responding groups favored having local area Indian education committees having constitutions, by-laws and operating

procedures.

13. Seven broad areas were viewed as most important by the three groups as suggested methods for improving the education of Indian students in Wisconsin schools. These seven areas are; staff education, parent education, home-school coordinators, tutoring programs, curriculum programs to reflect Indian culture and heritage, employment of Indians in the school, and parental involvement.

There are great variations in the priorities set by the respondents to the questionnaire. Some of this is due to differences in need from one district to another and some due to lack of information available on the specific topics. It is necessary to greatly expand the communicative process to enhance educational opportunities in Wisconsin.

53. Buntin, James Clarence II. An Analysis Of the Socio-Historical Factors In the Development Of Community Controlled Schools. The University of Michigan, 1972. 146p. Chairman: William M. Cave. 73-11,057.

The purpose of this study was to analyze the most salient socio-historical factors that led to the movement to community controlled schools. These so-called community controlled schools had to be defined and have been. A total of one hundred and twenty-three state and Federal court cases including two United States Supreme Court cases were cited in the study as being directly relevant to such issues as school districts, attendance areas, distance factors, safety hazards, school misapportionment and gerrymandering. The study unequivocably shows, through these cases, how the laws of our land helped to segregate schools.

The study also touches on the frustrations of black Americans as well as other racial minorities in their quest for freedom, equality and dignity. The socialization process of the black American is described in his metamorphosis from rural to urban areas seeking the upward mobility of the American dream, a fantasy ever denied and turned into a myriad of nightmares. The inability of the black American to control his destiny and the efforts to liberate himself from the racism that has frustrated his attempts is given recognition and the black man's quest to redirect and reform the institutions that have failed him, primarily the public schools, is the heart of this study.

The community controlled school as an alternative to the failure of integration of the public schools led to research of community controlled schools and on-site visitations were made to the following:

a. The Woodlawn Experimental Schools Project
   6253 South Woodlawn
   Chicago, Illinois

b. The Morgan Community School
1773 California Street, N.W.
Washington, D.C.

c. Ravenswood Elementary School District
East Palo Alto (Nairobi) California

d. The Roxbury Community School
1 Leyland Street
Dorchester, Massachusetts

e. The Malcolm X School
1640 O'Farrell Street
San Francisco, California

f. I.S. 201 Community District
103 East 125th Street
New York, New York

g. The Inkster City Schools
29115 Carlyle Avenue
Inkster, Michigan

Interviews with the heads of several schools were held and the most significant were with Ms. Barbara Sizemore of the Woodlawn Experimental School District, Mr. John H. Anthony of the Morgan Community School and Mr. Rhody McCoy formerly of the Ocean-Hill-Brownsville Schools. Reports of the Woodlawn Experimental Schools as well as the Morgan Community School appear in the appendices.

There are some definite conclusions that one can deduce from reading this study. As stated in the opening sentences of Chapter II, racial segregation of the public schools is not a by-product of the South and Southern whites do not have a monopoly on racism. The judicial system itself has been most influential in maintaining and perpetuating a dual educational system for whites and for non-whites.

The frustrations of the black man in American Society has increased with the passage of time and these frustrations have completely confused him to the point where he is unsure of school integration or community control of schools as the answer to the dilemma of the educational future of his progeny. It is becoming more and more evident that those factions of the white society that oppose school desegregation and integration in its truest sense, support "community control" as the alternative to these concepts for no other reason than to keep their white schools white.

The fact that community controlled schools have not been a success is graphically expressed in Appendix B as the reluctance of the white power structure to give or even to share this power with the black community.

The fact remains that society cannot deliver effective educational services to black children under existing programs. There has to be a change and time and history alone will determine whether the vehicle that will deliver equality of educational opportunity to all, will be school integration in the real sense or community controlled schools.

54. Bushey, Gilbert R. A Comparison Of Selected Community School Education Programs In the State of Indiana With A Model Elementary Community School. Indiana University, 1972. 165p. Chairman: Dr. John W. Vaughn. 73-10,800.

The purpose of this study was to compare selected community school education programs in the State of Indiana with a theoretical model elementary community school. Community school education was defined as being a comprehensive and dynamic approach to public education in which the school serves as a catalytic agent by providing leadership to mobilize community resources to solve identified community problems.

The model elementary community school was developed, based upon a review of related literature and the recommendations of a nation-wide panel of experts in the field of community school education. A review and analysis of the related literature led to the identification of five major areas as essential ingredients of the concept of community school education. They were: (1) the financial commitment of the community, (2) the community advisory council, (3) staffing procedures, (4) program development, and (5) outside agency involvement.

A set of definitive statements for each of these major areas was developed and submitted to the panel of experts. Each panel member responded to this set of statements, making additions, corrections, or deletions as deemed appropriate. Based upon these revised statements, the model elementary community school was developed.

An initial information questionnaire was submitted to those communities in the State of Indiana who, according to the National Community School Education Association and the midwest regional center for community school education, were involved to some degree in community school education programs. Based on the analysis and interpretation of the data received from these questionnaires and recommendations from the regional center for community school education, five communities were selected for an in-depth comparative study.

In order to conduct the in-depth study, a final comparative instrument was developed. It was designed to reveal areas of strengths and weaknesses within the established programs, producing a quantitative point ratio for each major area, as well as an overall program point ratio.

No attempt was made to establish an arbitrary minimum

level of operational effectiveness. The instrument was designed solely to compare individual community school education programs with the established model, thereby revealing program areas which may need further in-depth study.

Based on the analysis of the data, the major findings of this study were: (1) Those members of the panel of experts who were directors of community school education programs in large cities were more critical of the definitive statements than were the other experts. (2) The major thrust for community school education in the State of Indiana placed the emphasis upon the use of the school facilities by various community groups, with little or no consideration being given to projecting plans and procedures for community improvement. (3) In those communities selected for the in-depth study, a minimal financial commitment was made to the concept of community school education. (4) Staff members, students, and other citizens are not adequately involved in the development of the community school budget. (5) There appeared to be little hesitancy in the establishment of nominal fees for the various program activities. (6) Although Community Advisory Councils were in existence, they were, by and large, ineffective in identifying community problems. (7) The Community Advisory Councils did not provide opportunities for the development of emergent community leadership. (8) Pre-service and in-service training opportunities for staff members were limited. (9) There was very little evidence of any attempt to establish a system of communication among the groups within the schools who were involved in community education programs. (10) Programs were rather inflexible, with Community Advisory Councils serving in limited evaluative capacities. (11) Outside agencies appeared to be hesitant to work cooperatively with the schools, choosing to maintain undeniable control of their own programs.

Based on the findings of this investigation in community school education, the following conclusions appear to be warranted:

1. There appears to be little evidence of a common understanding of the nature of community school education in the State of Indiana, as defined by the literature and the panel of experts.

2. The major emphasis of the community school education programs in the State of Indiana appears to be program oriented, with little consideration being given to process.

3. The concept of community school education can succeed only if the community is willing to make a financial commitment to it.

The following recommendations are made based on the analysis of the data and the findings of this study:

1. With the continuing criticisms of public education, and the insistence by an increasing number of community members to participate in the formation of educational programs and policies, school administrators might find it valuable to study

carefully the positive features of the concept of community school education.

2. Communities which are giving consideration to establishing the concept of community school education should seek assistance from one of the regional centers for community school education.

3. The collective efforts of community school personnel, college and university professors, and members of the NCSEA should be expended to inform and educate the general public about the concept of community school education. This should include provisions for increased programs for the professional preparation of community school personnel.

55. Casebolt, Ralph Lowell. Learning and Education At Zuni: A Plan For Developing Culturally Relevant Education. University of Northern Colorado, 1972. 181p. 73-10,976.

The subject of concern in this paper is learning and education that contributes to the needs and desires of people living within a particular cultural setting. Education can be relevant to individuals within a cultural group without violating their own cultural identity or being directed solely toward assimilating them into the majority culture around them. This paper offers a way for educators to learn about a cultural group and then design educational opportunities that are relevant to that group.

The first chapter defines the process cultural anthropologists call enculturation. This is the process in which each member of a society learns how to become a member of his own culture, acceptable to others in the culture. The individual learns how to relate with others, how to use the materials available within the culture, and how to think and believe as his people do. The individual is molded by the culture while learning to mold the culture. The individual also learns how to learn during the life-long process of enculturation. Illustrations of enculturation experiences in a variety of cultures are provided in this chapter.

An educator planning learning and schools for any particular people must know how those people learn to learn as well as how they pass through their own enculturation experience. Chapter II offers an illustration of how this research can be organized, using the anthropological literature available on the Zunis, pueblo Indians of western New Mexico.

Literature can provide clues about people, but educators must go further by doing personal research among the people themselves. Such research is the center of focus in the third chapter. Here the writer checks out learning and child raising patterns among Zunis to gain insights into enculturation and learning at Zuni today.

Chapter IV views the schools at Zuni from the perspectives of students, parents, and the writer. Attitudes of people are included as well as suggestions for improvement along cultural lines.

The final chapter brings together present enculturation practices and learning experiences with designs for changes than can align schools with culture and people. Important emphasis is given to the idea of educational self-determination. People should be able to learn what they need and want to learn in ways that build on the prior experiences of learning within their own cultures.

56. Hankerson, Henry Edward. A Study On An Educational Strategy For Community Development: The Role Of Para-Professional Corps For Socially Disadvantaged Children. The University of Michigan, 1972. 298p. Chairman: William K. Medlin. 73-11,138.

This study was designed, in view of the delineation of needs as assessed over a fifteen-month period by the investigator, to examine the problem of satisfying the educational requirements in communities having large numbers of socially disadvantaged children, such as inner-city Flint, Michigan, through the incorporation of para-professional corps.

Seven research questions, specifying the expectations and behaviors for the several roles interacting in the classrooms, and in certain community-school contexts, were formulated and statistical evidences were provided upon analyzing this problem in terms of: (1) the relationship between teacher and teacher-aide activity in view of suggested role identifications for para-professional corps; (2) the utilization of instructional time of classroom teachers with and without full-time teacher-aides; (3) the academic performance of children in classrooms with full-time teacher-aides in comparison to children in classrooms without full-time teacher-aides; (4) the social and related behaviors of pupils and other significant persons in the learning environment of these classrooms; and (5) how the role of teacher-aides is perceived by teachers, administrators, and teacher-aides with respect to continuing education, upward mobility, personality traits, social behaviors and in-service training.

The first phase of this study involved ten teachers with full-time teacher-aides (five superior and five average) and five teachers without full-time teacher-aides. Each teacher in these three groups (X,Y,Z) was studied by trained observers for a full day each week for five consecutive weeks. Pupil attainment was measured by the Science Research Associates, Inc. (SRA) Achievement Tests in reading and mathematics in September (pre-test) and May (post-test).

The second phase of this study utilized a survey and interview-type instrument which involved 121 teachers, 138 teacher-

aides and 20 administrators. The survey was divided into sections which included questions to be answered about para-professionals by the participants on the general topic of "How Important Are Teacher-Aides To The Socialization Process In The Classroom, The School and The Community."

Significant differences were found among the three groups of teachers in time spent in total group instruction; low significant differences in pupils' academic attainment in reading and mathematics; significant differences in teacher-aides input (Group X/Group Y). In all cases the experienced, well trained teacher-aides (Group X) were significantly higher than Group Y (less experienced, less trained).

Inasmuch as the testing results in mathematics and reading for the three groups showed little significance, more in mathematics than in reading, and in all cases, those classrooms with full-time, experienced, well-trained teacher-aides (Group X) showed more positive results, it is highly conclusive that training is very important. Therefore, recommendations based on the study's findings reinforced the investigator's assumption that a para-professional training program is needed.

Other results from this study suggested a high degree of positive agreement from the participants with regard to para-professional corps being established to take action in the educational focus as a valuable program component of community development.

In general, the over-all findings depicted the growing concept that teacher-aides are important to the school and the community for the purpose of combating the increasing numbers of pupils who are forcing schools to seek maximum service from fully prepared and certified teachers, and are equally important to the growth of educational technology aimed at increasing efficiency. Now, more so than ever, teaching has become more specialized; the preparation periods are lengthened; and technical support devices developed; therefore, it is logical that a cadre of assistants are needed to aid the teachers in order to insure maximum instructional effectivenes and enhance pupils' social and cognitive growth and development.

57. Leonard, John Timothy. Goals For the Education Of White Americans In the Context Of Racism. The Ohio State University, 1972. 106p. Adviser: Dr. Charles Galloway. 73-11,524.

Racism is found to be such a virulent element of the political, economic, and educational institutions of white society that it endangers the survival of American culture. Racism is so pervasive, however, that most traditional American thought about educational goals either promotes or would unconsciously condone the continuance of racism.

The investigator does not affirm that education can cure racism, but by taking the thought of Bernard Lonergan, a Jesuit philosopher-theologian, he shows that thought about the goals of education can be framed in a new language, capable of yielding fresh insights on the purposes of education.

The investigator concludes that by leading students to a

differentiation and integration of the dimensions of meaning within their lives, by enabling them to develop aesthetic meanings, by helping them achieve self-affirmation, and by enabling them to perceive the value of living and choosing in a manner coherent with their knowing, educators would be imparting to students a sound basis for the possible development of wisdom and moral courage. The investigator takes the position that wise and moral men will deal with racism effectively and that if educators would set their sights on the four goals he has enunciated, the schools of white children might find themselves more able to facilitate the development of the required wisdom and morality.

58. Martin, Floyd H. Jr. A Case Study Of Three Alternative Schools: An Analysis From A Black Perspective. University of Massachusetts, 1972. 194p. 73-6,59.

The primary thrust of this study involved a descriptive analysis of three alternative schools: The Everywhere School, the Alternative Center for Education, and Shanti, A Regional High School, all located in Hartford, Connecticut. The study was designed to determine to what degree these schools met the needs of their Black students and how these needs were affected by the existence of white racism.

A case study approach from the perspective of a Black researcher was used. The basic research techniques were interviews, personal observations and experiences of the researcher, backed up by a review of literature on racism in education, teacher characteristics, and expectations, curriculum and Black community involvement.

The study was performed during the first year of operation of each school (during the past three (1968-1971) years). This researcher was codirector of the Alternative Center for Education, Administrative Consultant to the Everywhere School and indirectly involved in the organization of Shanti.

The results of the study suggest that the three most important variables needed for meeting the Black student's needs identified by the researcher are increased numbers of Black students, similarity of life styles, and community involvement. The study also generates a number of important implications. These are that similarity in life style between staff and Black students increase the probability of identifiability, interaction, and meeting Black students' needs; a proportionate number of Black staff members will increase Black students' feelings of pride and self worth, the ability to determine Black student needs and the formulation and utilization of a curriculum relevant to Black students; and that an increasing degree of Black community involvement in schools in which there are Black students appears to increase the school's ability to meet

Black student needs, and, conversely, a decreasing degree of Black community involvement in schools in which there are Black students appears to decrease the school's ability to meet Black students needs. Limits to generalizability may result from the study's dealing with only three alternative schools located in one geographic section of the country; and that the study is an investigation for a research question from the perspective of one Black researcher. Further investigation from the Black perspective is welcomed in order to enhance the validity of these findings.

A major contribution of this study is the definition of needs of Black students in these three schools. It represents an effort by Black Americans to make the needs of Black students known. This researcher views the availability of this type of data as crucial to both Black and white Americans if we are to understand and meet the needs of the Black student.

59. Maxcy, Spencer John. Three Conceptions Of "Cultural Pluralism" and Their Bearings Upon Education. Indiana University, 1972. 326p. 73-11,973.

This study analyzes conceptions of "cultural pluralism" as they are found in the philosophical and educational theories of John Dewey, Horace Kallen, and Seymour Itzkoff. This effort constitutes a preliminary examination of three efforts to base schemes for sociocultural change upon the concept of "cultural pluralism." In particular, this study has sought to trace the bearings of these three theories of "cultural pluralism" upon the role of schooling in American culture.

This inquiry has revealed three broad categories of the use of the term "cultural pluralism": sloganized, mapping, and programmatic meanings, all of which are to be distinguished from the empirical generalizations that we live in a pluralistic culture. I have attempted to characterize these three uses of the concept and to identify and scrutinize the programmatic meanings of the term as they are found in the works of Dewey, Kallen, and Itzkoff. These programs of "cultural pluralism" are appraised with respect to their consequences for normative choices in American culture.

The study concludes among other things that the concept of "cultural pluralism" is a multi-dimensional one which requires a well-rounded explication if it is to be utilized in schemes for sociocultural change. It finds that John Dewey's writings provide a rich explication and that his view is highly relevant to the institution of public schooling in American society. Limitations and deficiencies are located in the programmatic views of Kallen and Itzkoff. Philosophers of education and culture might profitably inspect competing educational theories from the point of view of their premises concerning cultural pluralism.

60. Menatian, Steve. Political and Ethnic Influence As It Affects the Providence School System: A Field Study. The Pennsylvania State University, 1972. 125p. 73-14,024.

It was the specific purpose of this paper to identify and analyze political-ethnic influence as it affects the Providence, Rhode Island public school system. With political scientists and others having already established that ethnicity is a salient force in politics, and astute educational administrators having recognized the existence of the politics of education, this study sought to discover if there existed a marriage between these two forces, the ethnic politics of education. This objective was met by the researcher's inquiries into the Providence school system a system located in a political-ethnic urban setting.

The investigation was conducted in the form of a field study. An interview schedule was devised encompassing three critical issues. It was thought that the issues selected would be instrumental in determining whether or not ethnic politics is a potent force in the Providence school system. The issues examined were (1) the specific election in 1968 abolishing the elected school committee and authorizing the mayor the power to appoint a board of his own choosing, (2) the teacher strike in 1969, and (3) the subsequent superintendent turnover in 1970. As all three issues had occurred previous to the start of the study, the investigator acted much like the historian, locating, identifying, and sifting through data in an attempt to reach objective conclusions.

The interview schedule was administered to 75 informants. These informants were divided into three categories of 25 each. Group I included elected officials in the political sphere, city and state educational administrators, and teacher and custodian union officials. Group II consisted of 20 teachers and five custodians. Twenty-five registered voters, selected at random from the city's thirteen wards, made up Group III.

The conclusions reached were that ethnicity has been a vital factor in teacher and administrative appointments in Providence. Of the 1,500 teachers in the system, two-thirds of them are either Irish or Italian. Although the Italian residents of the city outnumber the Irish, the Irish hold more of the teaching positions and control a number of administrative positions far in excess to their proportion in the city, indicative of their earlier arrival into the city and their socio-economic advancement.

Ethnic accommodations have been the rule in Providence. Because of deep seated ethnic traditions, conflict that arises from a non-ethnic issue may soon take on ethnic dimensions as was evident in the special election the mayor held to gain control of the school committee. While the mayor's action was financially motivated, the most successful resistance to his move had ethnic orientations.

But crisis situations have brought about an unusual twist in school system politics. In crisis conditions the political-ethnic appointees have not always been able to cope with the unorthodox. Individuals who normally would not have received an administrative appointment in times of "normalcy" may receive the appointments in periods of turmoil. But there is a new development here involving color. Whites who normally would not have received an administrative appointment may now receive them on the basis of ability. But in these same situations involving Black administrative appointments, the Blacks are virtually treated as Irish and Italian appointments in normal times. That is, ability is not a factor in their case, it is ethnicity, in this case, color.

61. Roberts, Raymond Larry. A Study Of Parental Attitudes To the Education Voucher. Oklahoma State University, 1972. 120p. 73-15,222.

The major purpose of this study was to describe the attitudes of parents to the education voucher. Specifically, data were gathered to determine if these attitudes differed depending upon the following demographic factors of the respondents: (1) race; (2) educational level; (3) occupation; and (4) size of the school district in which the respondent's children were enrolled. A review of the literature produced the following concepts which appeared to be inherent in most of the voucher proposals: (1) free choice; (2) public or private administration; (3) economic equilibrium; and (4) competition and accountability. These concepts guided the researcher in the formulation of ten research questions and the development of a research instrument with twenty-three items. A random sample of 500 parents was selected utilizing patrons of independent public school districts in the state of Oklahoma as the population. Sixty-two per cent of the parents responded to the questionnaire. Equivalence of respondents and non-respondents was determined for each item in the questionnaire.

The research questions were tested using the t-test and F-test to determine significance at the .05 level.

Based on data from the study, and given the assumptions and the limitations of the research design, the following conclusions were drawn:

1. The attitudes of parents toward public education and concepts inherent in the education voucher are different between white parents and non-white parents. Of the twenty-three questionnaire items, nine of the mean differences were significant.

2. The attitudes of parents toward public education and concepts inherent in the education voucher do not differ significantly among parents of different occupational categories and different levels of educational attainment. In general, however, professionally educated parents tend to respond in a less adamant manner than their elementary educated counterparts. Also, elementary educated parents appear less willing to rely on the judgment of professional educators than parents with professional degrees.

3. Metropolitan parents consider themselves less informed, to a significant degree, about school activities and educational matters than parents in rural and small city districts. Also, parents in metropolitan areas are significantly less satisfied with the public schools in their district than parents in other areas.

4. Over-all, the parents of Oklahoma are not in favor of education vouchers. There are two reasons for this conclusion. First, only 25 per cent of the respondents expressed approval of a plan giving money to parents to purchase schooling. Second, the majority of parents expressed strong disapproval with placing schools on a competitive basis in the manner of private enterprise.

62. Rothbell, Sheldon Bruce. A Survey Of the Factors Related To Parents' Withdrawal Of Pupils From A Middle Income Public School District In Brooklyn, New York, During the 1968-1969 School Year. Columbia University, 1972. 313p. Sponsor: Professor William P. Anderson. 73-2627.

This dissertation reports on an investigation of parents' withdrawal of pupils from a middle income school district in New York City during 1968-1969, the year of the prolonged teachers' strike and the decentralization and desegregation controversies.

Questionnaires were sent to these parents asking them: (1) why they withdrew their children from the district schools, (2) in what kinds of schools they enrolled them, (3) what bearing the teachers' strike, the decentralization controversy and the high school rezoning (for integration) controversy had on their decision to withdraw their children, (4) their opinions about the quality of the district schools. Questions on socio-economic variables were also asked so that the responses to the other questions could be analyzed in relation to the responses to them. The analyses of these relationships were done mainly by applying the chi-square test in two-way tables.

To place the responses in better perspective, the pattern of pupil withdrawals from 1965 through 1968 was compared with that of 1968-1969 and the scholastic achievement of the pupils withdrawn during 1968-1969 was compared with that of the district pupils as a whole.

Some important findings were:

1. During the three year period from 1965-1966 through 1967-1968, the district had an overall gain in pupils remain-in its schools of .47 per cent. This trend was reversed in 1968-1969 with a 2.60 per cent increase of withdrawals over 1967-1968.

2. The scholastic achievement of the pupils withdrawn in 1968-1969 was roughly approximate to that of the district pupils as a whole.

3. Over three-quarters of the respondents were either generally satisfied with the district schools, or at least satisfied with reservations. They were most satisfied with the elementary schools and least satisfied with the high schools.

4. The high school rezoning (for integration) controversy, the decentralization controversy and the teachers' strike were cited by many respondents as crucial in the decision to withdraw their children from the district. The teachers' strike was more frequently cited than were the other two.

5. The reason most frequently cited by the respondents as crucial in the decision to withdraw a child, was the need to move to better family housing. Next most frequently cited as crucial were both the teachers' strike and the racial integration program.

6. The types of schools to which the respondents transferred their children were: (a) suburban, 34 per cent, (b) big city, including those schools within the district, 32 per cent, (c) parochial, 22 per cent and, (d) private, 12 per cent.

Perhaps the most important findings were those dealing with the relationships between family socio-economic level and the schools to which the pupils were transferred. Transfers to private schools were highest among upper socioeconomic level families; transfers to suburban schools were highest among middle income families; transfers to parochial schools were highest among lower middle income families, and transfers to other New York City public schools were highest among the lowest income families. This suggests that while students from a variety of socioeconomic backgrounds were withdrawn from the district schools, it was the children from the lowest socioeconomic groups who were most frequently transferred back into the New York City public school system. The result of this, if there was not a movement of higher socioeconomic level families into the City, was an increase in the proportion of pupils from the lowest income families in the City public schools.

63. Weisberg, Alan Phil. Community Participation In Decision-Making For A Federal Compensatory Education Program. Stanford University, 1972. 287p. 73-4621.

This is a study of a federal compensatory education program, the Urban/Rural School Development Program. The study focuses on one aspect of Urban/Rural, the requirement for decision-making School/Community Councils (SCC's) at each project site. At least half of the members of the councils were supposed to come from the community (according to federal guidelines).

A number of questions about the Urban/Rural program during its first 21 months of existence (approximately September, 1969, through June, 1972) were posed: 1) Why did the U.S. Office of Education (USOE) decide to make community participation a major part of its design for Urban/Rural? 2) How did the theorists' view of community participation compare with the form of participation designed for Urban/Rural? How did USOE go about planning that design? 3) Once the community participation policy--"parity decision-making" between the school and community--was formulated, how effectively was it implemented at the sites? 4) What does the experience with Urban/Rural teach us about the concept of community participation as it is applied to a federal education program? 5) What restrictions existed at USOE which prevented it from supporting community participation? (This and the following question arose after the research was completed.) 6) Who benefitted from the first 21 months of Urban/Rural?

Methodology

Field Research was conducted at USOE in Washington, D.C., and at four (of a total number of 27) Urban/Rural sites. The four sites selected as case studies shared the common characteristic of poverty but were otherwise quite different. San Luis, in Southern Colorado, is populated almost entirely by Spanish surnamed people who generally call themselves "Hispanos or Spanish-Americans." Fort Gay is a small town in West Virginia with mostly poor, white Appalachian children. Neah Bay is the reservation home of the Makah Indian Nation, at the Northwest tip of the State of Washington. District 12 is in one of New York's worst slums, the South Bronx; its school population is nearly half black and half Puerto Rican.

The focus of the case studies was on the organization and functioning of the SCC's. Each study begins with a lengthy, but necessary, background section on the community and the schools.

The Conclusions

Several conclusions were reached in this study. We found that Urban/Rural's design for community participation differed in many respects from the theorists' view of what participation

should be. There was no requirement that the poor be involved. There was no challenge to the legitimacy of local school officials.

On the case study of an urban site, the federal effort to involve non-professionals in a decision-making role failed completely. This finding leads to a pessimistic outlook towards the federal capacity to stimulate local community participation, or for that matter, any other radical reform proposal. On the other hand, the success in achieving community participation at the rural sites is more encouraging about the federal role.

But on the whole, USOE's "clout" in the state and local education arenas studied here was weak. To have accomplished decision-making roles for non-professionals at the urban sites, USOE would have had to at the very least, be willing to stop funding the Urban/Rural LEA's which resisted the community participation requirement. But the political legal realities of USOE's limited authority make this nearly impossible.

One final conclusion is of great interest. While other "poverty programs: provide direct benefits to poor people, Urban/Rural, in the period of time studied here, did not. If Urban/Rural is at all typical, it seems that the educational professionals receive the bulk of the direct benefits of compensatory education programs even though poor children are (in USOE's parlance) "the target population."

64. Williams, Everett Joseph. A Case Study Of A Response To An Urban Crisis: The Pontiac Human Resources Center. Michigan State University, 1972. 195p. 73-5515.

The major purpose of this study was to identify the economic, social and educational disparities existing in the inner-city of Pontiac prior to the construction of the Human Resources Center and to determine what impact the Human Resources Center has had on the Pontiac community in terms of alleviating some of these disparities.

The population for this study centered around key personnel who represent a cross section of responsible adults who are an integral part of the Pontiac community. This cross section encompasses persons of different races, ages, ethnic origins, professions and political persuasions. Data were gathered by personal interviews through the use of an instrument designed by the writer with the assistance of a member of the Department of Research and Evaluation, Michigan State University. The respondents for this study consisted of ten Black parents, ten White parents and four Chicano parents; ten Black teachers, ten White teachers and four Chicano teachers; three Black community leaders and three White community leaders; seven administrators, three board members, two clergymen, two

city commissioners and two business men. Data were then organized, examined and presented.

Based upon the data, the major findings of this study are:

1. The Human Resources Center at Pontiac is meeting the educational needs of youngsters. Respondents are satisfied with the education the children are receiving and think the children feel positive about the Center. The Human Resources Center is regarded as being better than other public schools.

2. Basic education, high school credit classes and college credit classes are adequately provided by the Human Resources Center while vocational education, retraining and adult seminars are perceived as being inadequate.

3. The Human Resources Center is providing for the recreational, enrichment and social service needs of the area residents; however, there is need to increase the social services available for the area residents.

4. The Human Resources Center is instilling community pride into the area residents through its programming, and the area residents do participate in the policy-making and programming of the Human Resources Center. The data do suggest a need for more involvement on the part of parents who are not presently motivated to participate or to be involved.

5. The most outstanding feature of the Human Resources Center is the open school concept; i.e., differentiated staffing, team teaching, individualized instruction and continuous progress.

6. The most glaring shortcoming of the Human Resources Center is a lack of inter-Center and intra-Center communications.

7. More jobs have become available to the area residents since the construction of the Human Resources Center. It has provided job opportunities for teachers in the area. It has provided part-time jobs for non-professionals, and it is felt that more jobs will become available with improved programming in vocational education and retraining.

8. Property values in the immediate area of the Human Resources Center have not increased. This is attributed to the out-migration of the people from the central city area and poor housing conditions.

9. The construction of the Human Resources Center has not helped in the stabilization of the surrounding neighborhood area. An analysis of the data indicates that better housing, and reduction of crime and drugs in the inner-city would be prime factors in any stabilization of the neighborhood.

10. The Human Resources Center should become the problem-solving agency for the economic, social, as well as educational problems of the community it is designed to serve.

11. The greatest advantage of bringing agencies and school together as in the Human Resources Center is the proximity of the agencies to the community residents.

12. The most tangible and measurable benefits to the city of Pontiac as a result of the Human Resources Center are a better education for parents and children plus a more productive citizenry.

13. The Human Resources Center should actively and systematically seek financial support to achieve its goals and objectives. Most of the respondents would contribute if the Human Resources Center were in need of funds.

14. The specific inner-city conditions that the Human Resources Center will alleviate or eliminate are illiteracy, the drop-out rate, poor social services, and poor race and social relations.

15. Educational opportunity, recreation and social services are seen as the most salient opportunities offered to the respondents personally by the Human Resources Center.

Based on the findings in this study and information gathered as a participant observer at the Human Resources Center, the writer recommends that:

1. A system be developed to improve communications within the Human Resources Center and for dissemination of information outside of the Center.

2. The Human Resources Center provides a school-community relations program to reintroduce its objectives to the staff and area residents.

3. The city and local officials be given an orientation on the total program of the Human Resources Center.

4. Social services for the area residents be increased especially in the areas of medical, dental and legal aid services.

5. Consideration be given to the hiring of more minority teachers to enhance the self-concept of minority children.

6. More classes be offered for the area residents in vocational education, retraining and adult seminars.

7. A training program be developed for residents from the Human Resources Center community so that they may become paraprofessionals and teachers.

8. Objective evaluators from all strata of society be brought into the area to see if the people in the area are being listened to, heard, understood, appreciated for themselves and not a carbon copy of the dominant culture.

9. The non-motivated and ethnic minorities be encouraged to come into the Human Resources Center and assist in evaluating the resources of the Human Resource Center and the community.

10. The compensatory provision of Urban Corps and the Short-Term Teacher Training Program be continued and expanded to strengthen the unique role of the teacher. The different role of the teacher in the inner-city classroom cannot be minimized.

11. The Pontiac Board of Education become more closely allied with teacher training institutions for preparation of new

teachers and for inservice preparation of existing personnel.

12. The community school program takes a holistic approach to the development of children. The community school concept cuts across a broad spectrum of age levels, programs and attempts to meet the needs of people in the community. It is recommended that the philosophy of the program be expanded and many more programs be specifically designed and implemented for primary and preschool children.

13. A study of the implications of the type of community involvement exhibited by the Human Resources Center community should be initiated. More meaningful and significant relationships may be identified through an extensive study.

14. The city of Pontiac attempt to fulfill its commitment of improving the physical surroundings of the immediate areas of the Human Resources Center especially the financial grants which allow home improvements.

15. Classroom teachers become involved in awareness programs whereby they cease to impose conformity and learn to cherish what each pupil brings from his culture into the classroom setting.

16. A study be done at a later date to evaluate the goals and objectives of the Human Resources Center in light of the changing times.

School Organization
Finance

65. Alexander, Michael David. Kentucky State Aid and the Educationally Disadvantaged Child. Indiana University, 1969. 81p. Chairman: Dr. W. Monfort Barr. 71-11,359.

The purpose of this study was to investigate the effectiveness of the Kentucky State Foundation Program in meeting the needs of educationally disadvantaged children and, also, to select social and economic factors which might better identify these children.

The 13 selected factors were obtained from other studies and from consultation with experts. The factors used were:

1. Foundation Program Allotments Per Pupil
2. Achievement Test Scores
3. Pupil-Teacher Ratio
4. School Holding Power
5. Median Grade Level of the Community
6. Title I Children
7. Current Expenditures Per Pupil
8. Personal Income Per Capita
9. Percent of Attendance
10. Enrichment Expenditure
11. Average Teachers Salaries
12. Assessed Valuation Per Pupil
13. State Allotments Per Pupil

A multiple correlation analysis was computed to determine the factors that correlated highly with foundation program allotments per pupil, Title I children and achievement scores.

Three statistical analyses were presented in this study. These were zero-order correlation, the coefficient of multiple correlation and coefficients of multiple determination.

Findings

1. Foundation Program Allotments Per Pupil (Dependent Variable). The foundation program allotments per pupil when correlated against the selected factors showed three of these factors significant at the fourth, eighth and eleventh grade levels of achievement. These factors were pupil-teacher ratio, current expenditures per pupil and Title I children.

The coefficient of multiple correlation for the relationship between foundation program allotments per pupil and selected factors ranged between .7635 and .8135.

2. Title I Children (Dependent Variable). When Title I children was used as a dependent variable 9 of the 12 selected factors were found to be significant. These nine factors were

common to all three statistical analyses using fourth, eighth and eleventh grade achievement scores. These factors were achievement scores, average teacher salaries, assessed valuation per pupil, state allotments per pupil, personal income per capita, enrichment expenditures, median grade level of the community, school holding power, foundation program allotments per pupil, and percent of attendance.

The coefficient of multiple correlation between Title I children and the selected factors in combination had a range of .8730 to .9768.

3. Achievement Scores (Dependent Variable). When achievement test scores were correlated against all selected factors three factors were common to all three simple correlations. These factors were assessed valuation per pupil, state allotment per pupil and Title I children.

Achievement scores correlated slightly higher with state allotments per pupil than with Title I children.

4. General Findings: (a) There was no significant relationship between achievement scores and teacher-pupil ratio. (b) Educationally disadvantaged children correlated higher with fourth grade achievement scores than with eighth or eleventh grade achievement scores.

Conclusions

1. State allotments per pupil identify educationally disadvantaged children as well or better than Title I when measured against achievement scores.

2. The present state allotments have a greater equalizing effect than does the foundation program. The state allotments per pupil correlated higher with Title I children than foundation program allotments per pupil. Although the foundation program did correlate significantly with educationally disadvantaged children it had a tendency to negate some of the equalization of state allotments when local money was added to the foundation program.

3. Achievement test scores appear to be a good method of identifying districts with a high degree of educationally disadvantaged children in Kentucky. Of the three achievement levels used in this study, fourth grade achievement scores appear to be a better means of identifying concentrations of educationally disadvantaged children than do eighth grade or eleventh grade achievement scores. Fourth grade achievement test scores correlated higher with educationally disadvantaged children than did eighth or eleventh grade achievement scores.

4. The other factors selected for this study did not appear to be of sufficient importance to increase the validity of achievement scores in identifying concentration of educationally disadvantaged.

Recommendations

1. The state portion of the foundation program allotments per pupil should be increased to provide additional support for districts with a high incidence of children with low achievement.

2. Certain factors presented in this study were statistically significant, but further research should be conducted to identify sociological factors related to concentrations of educationally disadvantaged children. A study could be made to identify factors that might have a higher correlation than those presented within this study.

3. Studies should be done in other states to see if state support programs are meeting the needs of educationally disadvantaged children as measured by achievement scores.

66. La Follette, Maurice Clifton. Analysis Of Applications For Elementary and Secondary Education Act, Title I Funds In Iowa For Fiscal Years 1966, 1967, and 1968. The University of Nebraska, 1970. 146p. Adviser: Rex K. Reckewey. 70-17,732.

The purposes of this study were to determine what problems were experienced by superintendents of public school districts in Iowa in making application for Title I funds during the first year of the Act, to identify what types of activities and services superintendents selected for compensatory education of disadvantaged youngsters during the first three years of the program, and finally, to ascertain why superintendents in twenty public school districts in Iowa did not make application for funds during the first year of the legislation.

Six steps were involved in the study. They were (1) a thorough review of the Elementary and Secondary Education Act of 1965, and of the Iowa guidelines for Title I programs, (2) a survey of the literature pertaining to education for disadvantaged youngsters, (3) the administration of a questionnaire to the 470 public school districts identified as having made application for funds during the first year of the Act, (4) a review and analysis of all applications filed with the Department of Public Instruction in Iowa to determine what activities and services were selected by superintendents during the first three years of Title I, (5) the administration of a questionnaire to the 20 public school districts that did not apply for funds during the first year to determine why application was not made, and (6) the conduct of individual interviews to determine if the responses to the questionnaires were valid. Conclusions and recommendarions were formulated from the data accumulated in the study.

The results of the study revealed that:

1. The majority of superintendents of public school districts that did not apply for funds during the first year indi-

cated they felt application forms were too long and complicated. Approximately one-third of the superintendents had school board members that believed the acceptance of Federal funds would result in Federal control of education, and personally did not believe the districts should accept Federal funds.

2. Data from school districts that applied for funds during the first year revealed that nearly all superintendents based the needs of children upon standardized test scores and school achievement records. Most superintendents compiled the application themselves, and had no predetermined method of evaluation of the programs.

3. Information obtained from the analysis of Title I applications during the first three years revealed that a large majority of superintendents selected traditional activities and services for education of deprived youngsters.

4. Nearly all superintendents sought help from the Department of Public Instruction in compiling the application, and most felt that special materials and supplies for education of the disadvantaged were not needed.

Conclusions and Recommendations

1. Little evidence of review and local research prior to submission of the application for Title I programs was revealed in the study. It is recommended that public schools initiate these activities as basic to all planning for new programs.

2. The study revealed that most school superintendents compiled Title I applications without involvement of local school staff members. It is recommended that public school superintendents adopt a practice of staff involvement in preparation for Title I programs.

3. Data indicated that most public school systems failed to provide an organized system for evaluation and review of Title I programs. It is recommended that all public school districts set up an evaluation system for Title I activities.

67. Craighead, Robert Clinton. A Process Guide For the Development Of An Equitable Distribution Formula For State Funds In Support Of Public Education. The University of Alabama, 1972. 161p. 73-8033.

This study addresses the problem faced by every state legislature in the nation with the possible exception of Hawaii--the problem of changing the current distribution formula for state funds in support of public education to one that would be considered equitable by the courts. Such a complex problem as the restructuring of a state's educational finance system involves every element of the population it serves. Therefore this study is designed to facilitate a state legislature or a

state planning group's efforts in the development of a distribution formula that meets the legal, social, economic, political, and educational criteria present within each state.

Methodology followed in the study includes a review of literature pertaining to the historical developments in education finance from the colonial period through the recent past. A review of current court cases having immediate and potential future implications for educational finance in individual states was conducted. Cases in California, Minnesota, Texas and New Jersey were given particular scrutiny. A comparative discussion was included of the alternative funding patterns developed by The National Finance Project in 1971. A conceptual model was presented which describes the sequence and essential steps, including lists of illustrative planning questions, which constitute a process guide for use by state legislatures and planning groups in the development of alternative educational financing programs. The following conclusions, based on this study, are presented:

1. The review of historical trends in educational finance could not have led to other than an uneven and inequitable pattern of spending for public education at the local, state and federal levels.

2. A study of the legal, social, economic, political and educational considerations applicable to educational finance reveals that no distribution formula developed can possibly be considered equitable to all segments of our society.

3. Unfortunately, equal is not always equitable. Therefore, an alternative funding pattern selected by a state will, of necessity, require some formula for weighting pupil expenditures.

4. It seems obvious that no distribution formula--even though it may meet all the criteria for being equitable--can possibly insure that each child will receive the same quality of education.

68. Hogan, John Charles. An Analysis Of Selected Court Decisions Which Have Applied the Fourteenth Amendment To the Organization, Administration, and Programs Of the Public Schools, 1950-1972. University of California, Los Angeles, 1972. 450p. Chairman: Professor Lawrence E. Vredevoe. 72-25,781.

One of the underlying and publicly stated goals of those who seek reform of the schools through the courts has been to have education recognized as a "fundamental interest." That goal was realized in California in the recently decided case of Serrano v. Priest[1] wherein the Court held that the state's system for financing public schools, which relies heavily on local property taxes and causes substantial disparities in per pupil revenue among individual school districts, invidiously discriminates against the poor and therefore violates the equal protection clause of the Fourteenth Amendment. The most important fact about Serrano case, however, is not that the Supreme Court

of California invalidated the state's system for financing public schools because it violates the equal protection clause of the Fourteenth Amendment-although that is certainly a fundamental and far-reaching conclusion-but rather that the foundation upon which the Court rested its reasoning to arrive at that conclusion was a new principle of law, namely, that "the right to an education in the public schools is a fundamental interest..."[2] The full significance of this statement is not immediately apparent-it clearly reaches far beyond the facts of the immediate case and encompasses aspects of education other than just methods for financing public schools.

One important ramification of characterizing education as a "fundamental interest" is the standard which the courts will use to measure constitutionality. Where a state statute or state-mandated practive touches on a "fundamental interest," courts require more than the traditional test of "reasonableness." They use the New Equal Protection Standard as the measure of constitutionality. Thus, in California, at least, the courts may now look with "active and critical analysis" at educational policies or practices which are challenged under the Fourteenth Amendment, subject them to strict scrutiny, and the schools (i.e., the state) must bear the burden of showing that continued use of such policies or practices is necessary to the achievement of a "compelling state interest."

THE NEW EQUAL PROTECTION STANDARD

1. Where a State statute or educational practice...

touches on a "Fundamental Interest"...

FUNDAMENTAL INTEREST

2. Courts will look at it with strict scrutiny.

3. The burden of proof shifts to...

the State (school) which must show a...

4. COMPELLING STATE PURPOSE

which necessitates continued use of the practice.

THE FOURTEENTH AMENDMENT

Thus, there has been a major change in the analytical framework within which the courts will decide cases affecting education. The implications of this for the schools appear to be more far-reaching than those of the Kalamazoo case[3] (1874) which extended public financing to secondary education, or of the 1954 Brown case,[4] which prohibited state-enforced segregation of the races in the public schools. The adoption of this new principle of the Serrano case marks the end of judicial laissez-faire in education, and the formalization of the period which can be described as "education under supervision of the courts."

As a matter of fact, most of the school districts now before us, if not all of them, have been under the supervision of the federal courts for as much as five years. I think it is quite clear what this proves.[5]

---

[1]Cal. Rptr. 601-626 (1971).

[2]Ibid., p. 604. Courts in Texas, Minnesota, and New Jersey have also held, and there are pending cases in other states which are expected to follow the Serrano principle.

[3]Case against School District No. 1 of Village of Kalamazoo, 30 Michigan 69 (1874).

[4]Brown v. The Board of Education of Topeka, 347 U.S. 483 (1954).

[5]James S. Coleman, "Memorandum Decisions," 425 Fed. 2d 1214 (1970).

69. Miller, Reed Karl. The Influence Of Federal Funding Of Public School Education In the Magnolia School District. University of Utah, 1972. 257p. Chairman: Dr. Augustus F. Faust. 72-22,335.

The purpose of this study was to determine the influence of federal funds on public school education in the Magnolia School District, Orange County, State of California. This was accomplished by careful and thorough examination of the district financial records, through interviews, through a survey of selected personnel, and through analysis of Elementary and Secondary Education Act of 1965, Title I test data and records.

The survey of selected personnel was accomplished by using a questionnaire consisting of 31 questions designed to provide information relative to federal influence in the district as viewed by professional educators and non-educators associated with the district. The instrument was developed, pretested, and used with three board members, four district office administrators, one elementary school principal, fifteen Title I elementary teachers, seven Title I teacher aides, and five members of the parent advisory committee.

These respondents provided information in the following areas: (a) Instructional programs, (b) instructional methods and teacher

effectiveness, (c) non-instructional areas, and (d) general.

From the results of this study, the following has been concluded.

Total federal influences were: (a) Federal funding for school lunch programs. (b) Public Law 874 (Federally impacted areas). (c) National Defense Education Act of 1958, Title III. (d) Elementary and Secondary Education Act of 1965, Title II. (e) Elementary and Secondary Education Act of 1965, Title I.

School Lunch Programs

Federal influence was found in reimbursement to the district for type-A lunches served, separate half-pint portions of milk served, reduced price lunches, and free lunches. The district made substantial savings by purchasing federal food surplus commodities.

Public Law 874

This non-categorical federal influence affected the district class size or pupil-teacher ratio positively, in addition to influencing the entire educational program generally.

National Defense Education Act of 1958

These federal funds motivated the district to purchase audio visual materials and equipment to receive the benefit of matching funds available from this source.

Elementary and Secondary Education Act of 1965, Title II

These funds make it possible for the district to expand school libraries with books and resources beyond that which the district was able to budget.

Elementary and Secondary Education Act of 1965, Title I

The area of greatest major federal influence on the educational programs of the students in the district came from the Title I funds.

The majority of these funds were directed at instructional efforts, including supporting media, for use with students in the Target school, in the curricular areas of language, including reading, and mathematics. Student achievement scores in these areas were raised substantially.

From the data received from the questionnaire, the Title I teacher aides and the parent advisory committee members felt that the Title I project had been a most positive influence in the lives of children. The elementary school principal who con-

ducted the Title I project, the district office administrators and the school board members, were generally favorable to the project and the Title I teachers were most often divided as a group as to favoring or disfavoring the project.

Board members and district office personnel surveyed considered the Title I funding to be supplement to an already strong educational program.

From the survey, it can be concluded that the areas within the Title I project receiving the greatest influence were instructional media, teacher aides, and help given to students of low achievement and mimimal backgrounds in English Language Skills.

Most of those surveyed felt that student achievement had increased as a result of federal funding, along with more effective and favorable community relations.

Negative reactions centered around excessive amounts of time required for reporting (red tape) with a wide variety of criticism from teachers surveyed.

70. Sephton, Marion Daniel. The Relationships Between Changes In Socio-economic Measures and Changes In Local Revenue Per Pupil In School Districts In Mississippi. University of Southern Mississippi, 1972. 79p. 73-5586.

Statement of the Problem: The problem of this study was to determine the extent to which changes in selected socioeconomic variables were related to changes in local revenue per pupil for public school districts in Mississippi from 1960 to 1970. This study also attempted to determine the unique contribution of each selected socioeconomic variable to the relationship.

For the purpose of this study the following hypotheses were tested:

H_1: There will be a significant relationship between the changes in the selected socioeconomic variables and changes in local revenue per pupil of public school districts over a ten-year period.

H_2: There will be a significant decrease in the strength of relationship of the full model when socioeconomic variables that reflect wealth or income are deleted.

H_3: There will be a significant decrease in the strength of relationship of the full model when socioeconomic variables that reflect pupil characteristics are deleted.

H_4: There will be a significant decrease in the strength of relationship of the full model when socioeconomic variables that reflect general population characteristics are deleted.

Treatment of Data: The population included in this study was 121 school districts in Mississippi. Fifty-two separate municipal school districts comprised forty-three percent of

the total, and sixty-nine county school districts comprised fifty-seven percent of the total. Because of the unavailability of socioeconomic data for consolidated school districts, these districts were excluded from this study. Also, school districts which were created or consolidated during the period of 1960 to 1970 were excluded.

In addition to multiple correlation analysis, a multiple regression technique was used to determine the unique contribution of selected sets of the predictor variables to the prediction of the criterion. The contribution of a set of variables to prediction was measured by the difference between the two squares of multiple correlation coefficients; one obtained for the regression model in which all predictors were used, designated the full model; and, the other obtained for the regression equation in which the selected set of variables under consideration was deleted, designated the restricted model. The difference between the two squares of multiple correlation coefficients was tested for statistical significance with the variance ratio or F test.

Conclusions: As a result of this study, it was concluded that there was a weak, but not significant, relationship between the changes in the selected socioeconomic variables and changes in local revenue per pupil for school districts in Mississippi from 1960 to 1970. Due to this weak and not significant relationship, the unique contributions of the socioeconomic variables that reflected wealth or income, pupil characteristics, and general population characteristics were small and not significant. The changes in socioeconomic variables that reflected general population characteristics made the strongest unique contribution to the R square of the full model. The changes in socioeconomic variables that reflected wealth or income make the weakest unique contributions to the R square of the full model. The extremely small unique contributions of the sets of socioeconomic variables made it statistically meaningless for further analysis.

School Organization
Evaluation

71. King, Alfred Richard. A Case Study Of An Indian Residential School. Stanford University, 1964. 300p. 64-9832.

This is a study of a residential school community in the Yukon Territory as it functions with the avowed purpose of providing Indian children with the skills and understandings required to enable them to "bridge two cultures." Despite enlightened high-level policy and generous financing by the Canadian government, the residential school has not produced students possessing the desired skills and understandings. Very few Indian children remain in schools beyond the age of compulsory attendance, sixteen years. Fewer still are considered "successful" students during the time they spend in school.

This residential school received Protestant Indian children at age six and provides total physical care for ten months while educating the children through grade four at which time they move into integrated Canadian public schools. The study seeks to identify the more important aspects of these children's early school experiences which may be the genesis of perceptions and attitudes that are responsible for the failure of the schools' efforts.

The study was made in 1962-63, while the writer was employed as a teacher at the school. From his participant observation and examination of records, the background and formal operating procedures of the school were studied. Interviews and genealogical inquiries provided information for description of the Indian and Whiteman social structures which comprise the adult community. Sociometric instruments devised at the site provided further insight into attitudes and perceptions of both children and adults of the school. Two Stanford Achievement Tests, the California Test of Mental Maturity, and the Wechsler Intelligence Scale for Children provided standardized test information for comparisons of individuals and groups.

The study is divided into four parts. A preliminary section describes the physical setting and historical background as well as the present social environment. Policies, routines, curriculum, and community relations are dealt with in Part Two. Part Three is concerned with an analysis of the performance and interaction patterns among the people of the school, adult and child. Part Four consists of conclusions and a consideration of future alternatives.

It was found that the school operates with a mechanistic, authoritarian set of procedures which reflect no participation by Indian adults and very little shared understanding of purposes. Control of the school by a religious order (under contract with the government) leads to provision of poorly trained adult personnel who are inadequate for their tasks, primarily

oriented toward perpetuation of their church and their own status, and generally functioning within a different order of reality than that perceived by the Indian population.

There is evidence of a great deal of learning among Indian children, although much of the learning is of a nature largely unintended and uncomprehended by the adult personnel of the school. With respect to ability to learn, the standardized tests support other evidence that Indian children can handle abstractions and academic learning within a "normal" performance range. Some verbal handicap was apparent in the testing but was offset by good performance in non-verbal components.

The failure of Yukon Indians to become an integral part of the dominant society is taken by that society as prima facie evidence of a general Indian uneducability, leading to a paternalistic assumption that the Whiteman must "take care of" the Indian. This attitude has pervasive effect in shaping policy implementation for identical school education and leads to the perpetuation of an institution that, for Indian children, is totally unrelated to either their home experiences or any future they may be able to perceive for themselves. It is an artificial situation in which the greater part of the children's learning is comprised of adaptation mechanisms specific to the situation and probably non-transferable, or non-functional for adaptations to the larger society.

72. Benham, William Josephus Jr. Characteristics Of Programs In Public Schools Serving Indian Students From Reservations In Five Western States. The University of Oklahoma, 1965. 245p. Major Professor: Oliver D. Johns. 65-9562.

In the period from 1952 to 1963, there has been a substantial increase in Indian students attending public schools. A search of the literature reveals that Indians, as a group, have some needs which are proportionately greater than those of the general population. These needs involve educational attainment, economic levels, health conditions and cultural aspects.

The problem was to determine the characteristics of educational programs in selected public school systems serving Indian students from reservations and to appraise these practices in the light of acceptable standards.

Data were obtained from 86 questionnaires, letters and miscellaneous printed and duplicated materials which were received in response to requests sent to 109 school systems in the states of Arizona, Idaho, Montana, Nevada and New Mexico. Also, data were obtained and material furnished by the state department of education in each of the five states. Questionnaire responses were tabulated and other data were analyzed to reveal the characteristics of educational programs in the cooperating school systems.

The study revealed that the public schools serving Indian students from reservations in five western states were conducting educational programs which generally met acceptable standards in certain respects but which were deficient in other respects.

Aspects of programs found to be generally satisfactory included the following: non-teaching principals with major responsibility in the area of instruction; physical factors, although a separate auditorium was not always available; pupil-teacher ratio; availability of art media; appropriate stress on conservation of natural resources; opportunity for students to participate in student government; audio-visual aids; classroom environment, desirable objectives for pupil personnel and guidance services; professionally trained counselors; testing programs with desirable objectives and wide scope; use of outside sources of information; cumulative records; school nurses employed; cooperation between instructional and health staff members; a health curriculum which utilized opportunities present at the school for learning about health; health instruction; time for play; additional medical examinations when the need existed; periodic height and weight determinations; and hot lunches provided indigent students.

Aspects of programs which generally failed to meet acceptable standards or were missing included the following: system-wide studies to determine unique needs of each child; provision of time for teachers' daily preparation; variable grouping practices; student participation in classroom organization and management; remedial instruction; opportunity for leisure-time reading; instructional programs adapted to cultural background of students; planned opportunity in music and art for cultural understanding; parental participation in curriculum planning and evaluation; ratio of students to guidance staff members; drop-out studies; transportation for students participating in after school activities; clinic facilities; instruction in dental hygiene; opportunities for students to participate in intramural activities; medical examinations before entering school; home visits by school nurses; regular reports to parents on health; cooperation between the home and school on students health matters; parent-teacher or similar organizations in which Indian parents participated on the same basis as non-Indians; parental conferences; regular parental or tribal cooperation with school personnel; attendance officers; assumption of the responsibility for the needs of indigent students; and comprehensive adult educational activities.

The study revealed a continuing need for educational programs which more adequately meet the needs of each child with particular concern for the unique problems of Indian students from reservations.

73. Jackson, Curtis Emanuel. Identification Of Unique Features In Education At American Indian Schools. University of Utah, 1965. 163p. Chairman: Augustus F. Fause. 65-13,058.

The problem was (A) to compare education at public schools with education at schools established by the Federal Government for American Indians, and (b) from comparison, to identify unique features in the education at Indian schools.

The purpose of the research was to orient new and prospective teachers and other employees to the system of education at Indian schools.

The broad area of education was divided into components from which selections were made. For each of the selected components, questions were developed. The questions were so designed that the answers to them described broad features in education at schools. Answers to the questions were found separately for public schools and Indian schools by a research of the literature and discussions with school officials. The answers were compared and from the comparison, broad unique features in education at Indian schools were identified.

Some of the more important unique features identified were:

1. Indian schools are established essentially for the purpose of providing educational opportunities to youngsters of one-fourth or more degree Indian blood for whom no other school facilities are available.

2. Admission to Indian boarding schools is limited to Indians who come from broken homes, or who have shown delinquency tendencies, or who desire specific vocational training not offered at public schools.

3. Objectives of Indian education include development of appreciation for the heritage of, and promotion of the culture of, American Indians.

4. The administration of American Indian education is a function of the U.S. Bureau of Indian Affairs.

5. Rules, regulations and policies regarding the operation of Indian schools are nationwide in scope and application.

6. States and public school districts have no jurisdiction over the Indian schools.

7. There are no boards of education in the administrative organization of Indian schools.

8. The operation of Indian schools is a function of the Branch of Education, a suborganization in the Bureau of Indian Affairs.

9. The Bureau of Indian Affairs, through the Branch of Education, operates boarding schools which provide full-time care to students during school terms.

10. Employees of Indian schools are certified by the U.S. Civil Service Commission, and their employment, salary and

retirement are governed by the laws, rules and regulations covering employees of the Federal Government.

11. State certification of teachers and other personnel, generally, is not required, and state laws pertaining to public school and their personnel are not applicable to Indian schools and Indian school personnel.

12. Teachers are employed on a 12-month basis, although the school term is 36 weeks at Indian schools.

13. Educational leave for 30 workdays each year, or 60 workdays every alternate year, is allowable at full pay to teachers and other specified school personnel.

14. Annual leave at full pay is granted for workdays varying in number from 13 to 26 each year, depending upon length of service.

15. The salary schedule for teachers at Indian schools is the nationwide General Schedule of the Federal Government.

16. Organization and functions of guidance at Indian schools do not correspond to those at public schools.

74. Tyrrell, Frank Edward. Administrative Policies and Practices Of Programs For the Culturally Disadvantaged In Elementary Schools Of the United States. University of Southern California, 1965. 264p. Chairman: Professor Stoops. 65-8925.

The purpose of this study was to find the policies and practices of selected elementary school districts throughout the United States relating to programs for the culturally disadvantaged. At the same time, educators were solicited to ascertain the degree to which they agreed to statements regarding the policies and practices.

The objective was to analyze and appraise the information acquired and report the results in a manner which would provide a framework for intelligent decision making for school districts interested in establishing programs of this nature.

The study consisted of four phases. The first phase included the use of an Investigation Criteria List, wherein ten nationally recognized authorities contributed criteria for the study. The second phase involved a sampling of the 50 State Departments of Education to obtain the nominations of public elementary school districts in each state that met the investigation of criteria. The third phase isolated 136 school districts that were nominated by the state offices. Questionnaire-opinionnaire research instruments were sent to the school districts to determine those administrative policies and practices that were in effect at the time of the study, and at the same time, to determine those policies and practices school district officials would like to see in operation. Phase four isolated seven of the responding school districts who most closely met the criteria for effective board policies. These districts were surveyed, and a sample set of board policies was developed.

Findings and Conclusions. (1) Written board policies in programs for the culturally disadvantaged provide the necessary guidelines when they are incorporated in law and void of details that might handicap the program or would need to be changed from time to time. (2) Several factors contribute to cultural deprivation in children, primary of which are poor attitudes toward the value of education, disorganized family conditions, and inadequate study facilities at home. (3) Governmental and privately-financed agencies can perform a valuable function in alleviating many adverse, environmental situations which affect the educational achievement of culturally disadvantaged children. (4) School administrators may assist the culturally disadvantaged child by providing several additions to the program, major of which are a decrease of classroom size, freeing capable teachers for special instruction, and the employment of social worker-counselors for each school. (5) Increased parent-school communication is of primary importance if pupils are to be helped in overcoming a learning disadvantage. (6) Efforts to improve school achievement focus on improvements of the English language skills and reading ability. School districts have placed major emphasis on these areas of instruction for the culturally disadvantaged child.

Recommendations. (1) Active research by school districts into the cooperative role of the school and community in correcting the causal factors of cultural deprivation should be initiated. (2) School principals in depressed areas should assume greater responsibility for the coordination of a curriculum that meets the needs of culturally disadvantaged children. (3) Further research into the value of an ungraded elementary school program is recommended as a possible organizational solution to assist the disadvantaged. (4) In forming school policies, every educationally sound action should be taken to assume not only passive tolerance but active acceptance of and genuine respect for children from every segment of the community, with particular attention to those from deprived groups. (5) Schools of education should assume a greater role in encouraging and recruiting more minority group persons to enter the profession. (6) The Federal and State governments should take an increased role in the attack on cultural deprivation by providing additional monetary and research assistance to school districts of the United States. (7) School districts should utilize effective home-school communication techniques, primary of which are parent-teacher conferences, home visitations, and parent participation in school projects.

75. Underwood, Jerald Ross. An Investigation Of Educational Opportunity For the Indian In Northeastern Oklahoma. The University of Oklahoma, 1966. 110p. Major Professor: Glenn R. Snider. 66-14,258.

The problem of this study was to investigate the past and present opportunities in education for the Indians, chiefly Cherokee, in three selected counties in northeastern Oklahoma. More specifically, it was intended to (1) trace the development of the educational opportunity for Indians in Northeastern Oklahoma, (2) identify an acceptable general set of criteria for the evaluation of good elementary schools, secondary schools, and good school districts, (3) investigate the pre-elementary, elementary, and secondary school programs in the school districts of these selected counties and evaluate them in terms of acceptable criteria for good schools, (4) identify special educational needs of Indian pupils which should be met by school programs, (5) compare the educational (6) analyze the degree to which school programs in these counties have met the educational needs of Indian children and youth, and (7) survey and visit a random sample of one hundred households of rural Indian residents of Cherokee County in order to investigate educational attainment, language, home conditions, and other factors contributing to educational level of these Indians.

The procedures used in the investigation were: a random sample was taken of 100 rural Indian households to provide data on contributing factors to education; a review was made of documents, reports, and literature to develop a history of educational opportunity among Indians in Northeastern Oklahoma; personal visitations were made to the school districts of the selected counties for observation and evaluation of existing educational programs; and interviews were conducted with selected education officials in northeastern Oklahoma contributing to the education of Indian and other pupils.

The conclusions of this study were: school districts in the three selected counties failed to meet minimum acceptable criteria for good schools; low holding power of these school districts indicated a lack of equal educational opportunity for Indian pupils; very little awareness appeared to be present at both local and state educational levels with regard to the need for improved education in these selected counties; the great number of small one or two room rural schools in these selected counties and the apparent difficulties involved in closing them indicated that little could be expected in the improvement of educational opportunities for Indians until effective reorganization of school districts occurs. It was further concluded that educational programs in the three counties offered little designed to meet the educational and other needs of Indian children and youth and the survey showed that rural Indians were living under appallingly low economic, educational and health conditions.

The major recommendation of this study was that an organization should be created to bring local, state, and federal agencies together to plan for improved educational opportunity for Indians in the State of Oklahoma.

76. Barney, Harold Dean. A Descriptive Study Of the Administration Of Public Schools Attended By American Indian Youth Living On Federal Trust Lands In Kansas, Nebraska, and Iowa. University of California, Berkeley, 1969. 269p. 69-18,866.

The findings of the James S. Coleman Study, Equality of Educational Opportunity, indicate that students of minority races are more directly affected by poor school environment, inadequate preparation of teachers and lack of teaching materials than are white students in the same school. The experience of American Indian youth attending public schools in Kansas, Nebraska and Iowa proves no exception to the findings of the Coleman Study.

To view the dilemma of Indian education is to recognize the economic base from which the schools must function. Federal Trust Lands are exempt from taxation; therefore, in order to offset the inequity of financial support created by the reservation system, two federally financed programs are available to specific public schools attended by Indian youth. Affected school districts may be perpetuated as "pockets of educational poverty" unless significant changes in financial support are undertaken on the federal and state level.

The Coleman Study failed to consider the impact of financial support as a factor contributing to inequality of educational opportunity. Nevertheless, "teacher characteristics" were studied that contribute to inequality received by minority students. The Coleman listing of teacher characteristics includes: the hiring of the product of hometown school, state college, or university systems, academic training and experience, average salary, teacher perception of student effort and ability, class load, and number of hours spent in daily preparation to teach.

Teachers in Kansas, Nebraska and Iowa report spending fewer hours in daily preparation for classes, teaching as many classes and receiving lower salary than those reviewed in the Coleman Study. Inequality is perpetuated by teachers who view their students as lower in ability and effort than the national averages reported in the Coleman Study. Inequality may be overcome as school administrators assume leadership in instituting workshops and training sessions dealing with minority problems.

The curricular offerings of the schools studied are generally the "basic minimum" required by state legislatures for high school graduation. No opportunity is afforded students to participate in terminal vocational education or work-study programs. Guidance and counseling personnel trained to assist Indian youth are sorely needed in all districts. An innovation

adopted in Kansas is the "visiting coordinator" who serves as a counselor of Indian youth in the school and in the home. In schools with inadequate guidance and counseling services, white children may suffer but to a less significant degree than do Indian youth.

Administrative practice relating to "free" lunches varies from district to district. In some districts, Indian students may receive "free" lunches only upon confirmation of financial need. In still other districts all Indian students receive free lunches as a part of the educational program of the school.

Few innovative programs have been originated by administrators or teachers in the districts studied. Lack of innovation may be more directly related to inadequacy of operating funds and depressed economy than to lack of concern. Greater equity of educational opportunity will be achieved only through a re-interpretation and re-emphasis of state and federal support programs. To deny schools a sufficient financial base from which to operate is to deny children equality of educational opportunity.

77. Pillman, Dorothy M. A Report On the Development and Testing Of An Evaluation Model For ESEA, Title I Programs In A Large Urban School System. St. Louis University, 1970. 118p. 71-3286.

Education continues to suffer from the lack of practical evaluation which yields information for intelligent decision-making. The problem was further exposed by the passing of the Elementary and Secondary Education Act of 1965. This was the first educational legislation in history to require an evaluation at the local level to determine the effectiveness of programs using federal funds. The need for an evaluation model became apparent in the St. Louis Public Schools, which are recipients of federal funds.

The purpose of the present study was to develop and test an evaluation model for ESEA, Title I programs. The six phases of the model have three main features. First, school personnel, parents, administrators, and evaluators are involved in the process of planning for what is to be evaluated. Second, they are held accountable for the results of the evaluation. Third, there are set time intervals for reporting and monitoring.

The model was tested on the Rooms of Twenty Program. This program provides remedial instruction in the basic skills of reading, arithmetic, and language for Title I elementary school students. To be eligible for the program, a student must have an IQ of 80 or above and be a year or more below grade level in the basic skills. The student remains in the program for a year in order to improve his skills to the point where he can succeed in the regular classroom.

In Phase I of the evaluation model, school personnel (teachers and principal), administrators, and evaluators (Board of Education, state and federal evaluators, Title I Local Advisory Committee) were intimately involved in the process of planning for what was to be evaluated, T_1, (T_1). Data were collected and analyzed in Phase 2.

Achievement data from tests administered to 99 Rooms of Twenty were obtained and used in determining class learning rates, i.e., the average learning rate for a classroom. The twenty high-achieving classrooms were compared with the twenty low-achieving classrooms. Questionnaires were also developed for pupils, teachers, and principals relating to major areas of concern among school personnel, administrators, and evaluators connected with the program. A factor analysis of the variables was conducted, and a profile of a "good teacher" and of a "good principal" were drawn.

Data were reported to school personnel, administrators, and evaluators in Phase 3. These same individuals were held accountable for the results of the evaluation. In Phase 4, based on the results of the data, school personnel decided on a plan for action to improve instruction, T_2. The plan of action was implemented and progress analyzed. Again, school personnel, administrators, and evaluators were held accountable for implementing the changes. In Phase 6, T_3, changes in plans were made as needed.

The results of the study indicated that the model seemed to be an effective instrument to use with Title I programs. However, by its very nature the model depends upon long-term implementation. It is envisioned that the second time through each phase will yield more specific results and refinement in process of planning, decision-making, and implementing changes. Also, it is envisioned that individual school personnel will be held accountable during the second year.

78. Fisher, Maurice David. A Design For Evaluating Educational Programs For Culturally Disadvantaged Children. University of Virginia, 1971. 225p. 72-7173.

The evaluation design which is presented in this dissertation is comprised of four phases, each one of which is essential for determining the effectiveness of educational programs for disadvantaged children. Thus, the objectives, instructional methods, implementation procedures and outcomes of programs are examined with specific criteria to find out if exemplary techniques which will improve significant developmental processes have been used in each of these phases. These criteria are based upon the study of Piaget and Inhelder's comprehensive theory of human development, the instructional methods and implementa-

tion procedures followed by exemplary compensatory education programs, and valid methods for conducting educational research on disadvantaged children. In addition, specific procedures are developed for implementing the evaluation design, and illustrations are given of how these procedures can be used to ascertain whether each phase of an educational program has fulfilled the evaluative criteria. The discussion which follows presents a summary of the reference systems, criteria and procedures which are included in this evaluation design.

Initially, a reference system composed of the Piaget and Inhelder Taxonomy of Human Development and the Scheme of Deficiencies in Disadvantaged Children was set up, and criteria were then derived from this system that concentrated upon evaluating the educational and developmental significance of a program's objectives. Secondly, a reference system for instructional methods was constructed by classifying exemplary methods into the areas of human development which they concentrated upon. Subsequently, criteria were produced that examined whether a program used methods of proven effectiveness and arranged the instructional sequence according to the order of human development. The third phase of this evaluation scheme focused upon identifying implementation procedures that have been associated with outstanding compensatory education programs, and criteria were then presented that enable the evaluator to determine if a current program utilizes these procedures. The last stage of the evaluation scheme concentrated on establishing a reference system for examining the quality of a program's experimental design and testing procedures, and information from Campbell and Stanley (1963) and Deutsch (1963) was organized into a reference system for appraising the educational progress of disadvantaged children. Lastly, evaluative criteria were developed which can be used to ascertain whether superior designs, etc., have been applied to measuring a program's outcomes.

79. Castrale, Remo. The Impact Of Title I Of the Elementary and Secondary Education Act of 1965 Upon Elementary School Districts Located In Supervisory Region Number Six Of the State Of Illinois. Southern Illinois University, 1972. 185p. Major Professor: Dr. Jacob O. Bach. 72-28,530.

The primary purpose of this study was to examine the impact of Title I upon the elementary schools located in supervisory region number six of the State of Illinois. In determining the impact of Title I, this study examined the priority needs of disadvantaged children, the instructional and supportive services developed, the planning processes utilized, the problem areas encountered by district superintendents and Title I Project Directors, and a general evaluation of Title I. For purposes of this investigation, information was secured about Title I for year number one (1965-1966); year number three (1967-1968); and year number six (1970-1971).

The subjects of the study were forty-five elementary school districts with enrollments of one hundred or more students located in supervisory region number six of the State of Illinois. The individuals from whom data were sought were district superintendents, Title I Project Directors, and Superintendents of Educational Service Regions.

The study revealed the priority need "to reduce reading deficiencies and to improve reading skills," for disadvantaged children received the highest rating by district superintendents for all three years. District superintendents also reported that most of the instructional programs developed during all three years were in the area of reading. Apparently the development of instructional programs in the area of reading was the major provision for meeting the priority need "to reduce reading deficiencies and to improve reading skills." The priority need "to provide in-service training for teachers and staff" even though rated by 80 percent or more of the district superintendents received the lowest overall rating for all three years. Thus, the frequency of mention of a priority need did not necessarily mean that a priority need received a high mean rating.

District superintendents and classroom teachers were the individuals most involved in the planning of Title I programs. The individuals least involved in the planning of Title I programs were building principals, guidance personnel, board members, parents and citizen advisory committees. Parents and citizen advisory committees became more involved in the planning of Title I programs during the last year of the study. Although the extent of participation in the Title I planning by non-school individuals is not known, over 75 percent of those districts participating in this study followed good planning procedures by including non-school individuals in the planning, and these individuals were those most closely connected with the operation of the school district.

District superintendents reported that the "amount of 'paper work' involved" and "uncertainty of funding" were the two major problem areas related to Title I. These problems associated with the administration of Title I programs handicapped the effectiveness of many Title I programs. Because of the "uncertainty of Title I funding," district superintendents were unable to adequately plan and develop Title I programs months in advance of the start of the school year.

The average expenditure per each Title I participant increased during each year of the study. Large school districts especially had a high expenditure per each Title I participant. As a result, large school districts normally provided more educational opportunities for their students than the smaller districts.

80. Cloyd, Thomas Henry. The Relationship Of Ethnicity and Socio-Economic Status To Student Perceptions Of School Bureaucracy. The University of New Mexico, 1972. 143p. 73-8383.

The central concern of this study was to investigate and analyze student perceptions of the school bureaucracy. The findings indicated a relationship between the student characteristics of age, sex, ethnicity, socio-economic status, and total effectiveness, and student perceptions of school bureaucracy. It was also found that students perceive the school more bureaucratically than did a panel of judges' rating the same schools.

Students in nine schools (three elementary, three junior high, and three senior high) in the Albuquerque Public School District served as subjects in this study. The schools were stratified according to the socio-economic status of the school population. At each grade level, all three socio-economic groups were represented.

Data were collected by questionnaire. Students completed a form that contained questions pertaining to their perceptions of school bureaucracy, their socio-economic status, ethnicity, sex, age and total effectiveness. Data were also collected from a panel of judges familiar with the Albuquerque Public Schools.

Relationships between student characteristics and student perceptions of school bureaucracy were analyzed using one way analysis of variance and unweighted means analysis of variance. It was only in combination with one another that student characteristics made a significant difference in student perceptions of school.

It is suggested from these findings that student perceptions reflect a degree of alienation from schools. However, since this was not the primary focus of this study, the following chain hypotheses are offered. 1. Student perceptions are related to their feeling of control over their own destiny (defined in this study as total effectiveness) when socio-economic status is controlled. 2. The less available characteristic of total effectiveness lodged within students is related to students' alienation from school.

Based upon data, it is suggested that student characteristics arrange themselves on a continuum from the more available (sex, age, ethnicity) to the less available (socio-economic status and total effectiveness). It is further suggested that schoolmen be cautious about using the more obvious characteristics for categorizing students, as student characteristics in combination with each other may give more reliable data for decision making.

81. Cook, Marjorie Alys. Disadvantaged Children Ten Years Later: A Follow-up Study. Columbia University, 1972. 175p. Sponsor: Professor Charles N. Morris. 72-28,695.

Two hundred thirty-four disadvantaged children who attended grade six ten years ago in an East coast city were followed up to obtain from them a deeper understanding of the impact and influence of the school upon poor children. Three aspects of their lives-their school life, their post school experiences, and their aspirations for the future-were studied by examination of educational and other records, a survey, and interviews. Implications for educators were also drawn from the data.

School records for 226 students were found. Through the survey, information on 213 subjects was obtained pertaining to subsequent education and training, employment, martial status, and problems. Twenty-nine subjects were interviewed to obtain a fuller picture of their present status, their school life and their aspirations for the future. Selected protocols were included.

The subjects were predominately white, English speaking, and 209 had lived all their lives in the province. Class size was slightly larger than average for the city; they averaged eight months older than their cohort; 47 percent missed 21 or more days from school each year; over half attended only one school; teachers had been female.

Based on I.Q. scores, teachers' assessments and final grade six marks, 72 percent were judged to have had the ability to complete high school. Sixteen percent graduated. Seventy-three percent did not complete any high school grades. Sixty percent left school knowing they had failed their grade. Median schooling was grade eight. During their school life more than half had one or more serious problems.

Most believed school failure was caused by poor teachers. Failure, peer group influence, and financial need caused school drop-outs. School failure was discussed with anger, and non-completion of grade nine was considered deprivation. Good teachers cared about them, could exert control, and could teach.

Further education or training was pursued by 35 percent. Nine had attended university. The largest number were employed in service and recreation and 8 percent were unemployed. Women were not in as favorable a position in the work world as the men. Of the girls 81 percent were married as were 48 percent of the boys. Serious problems were reported by 12 percent of the survey subjects and by slightly less than 50 percent of the interview subjects.

Most felt deprived because they lacked educational credentials to enter or to advance in the work world. Few had received help in obtaining work. To be without work necessitated being on welfare which to them implied failure.

Leisure time activities including spectator sports, watching television, talking on the telephone, going to the tavern, and

"fooling around," There was little evidence of reading materials in the homes and little indication of involvement in community or church activities.

Housing and medical services had improved because of government intervention.

For themselves they wanted work so they could provide for their families without depending on welfare; their own home; to be good parents; to become involved in the educational process. For their children they wanted grade eleven graduation; good teachers; an education which would give entry to the clean work world; schoolmen whom they could trust; compulsory education; educational television programs: continuation of Family Allowance; happiness.

If educators are not to fail the poor, changes must be made in teacher-training institutions; in-service programs; curriculum; education for leisure time; education for women; helping the poor make entry into the world of work; establishing home, school, and community partnerships; adding other professional and ancillary staff to schools; conducting educational research and by using the research findings of other professions.

82. Demott, Frank Lamar. The Differences Of Opinions On the Tasks Of Education Between Selected Parents and Students Of Secondary Schools In A Georgia School District. The Florida State University, 1972. 103p. Major Professor: Marian W. Black. 72-31,390.

This study investigated the differences of opinions between parents and their children with reference to the tasks of the public secondary schools. The investigation focused on the generational differences in their perceptions of practices, their degree of satisfaction with what is occurring, and their expectations for the schools in their school district. The location for the study was a county school district in southern Georgia, including both rural and urban population.

A total of 693 randomly selected parents and students were involved in the study as follows: 253 eighth grade students and 129 of their parents, and 203 eleventh grade students and 108 of their parents. The participants were asked to respond to 16 tasks of education on the frequency of occurence, degree of satisfaction, and degree of importance of each task in their school district. A modified form of the Task of Public Education Opinionnaire developed by Downey, Seager, and Slagle for the Midwest Administration Center was used with a six point Likert-type summated scale method of response.

A statistical analysis of the data was made using Spearman's correlation coefficient technique to compare the rankings of the tasks by students with those of their parents. A mean value for each task in each area was computed and rank orders were determined from the means.

Findings from the study were as follows:

1. There is no generation gap between the total sample of parents and the total sample of students on the tasks of secondary education in this school district.

2. Higher income ($4,500 and above) white parents and students show an especially high degree of concurrence of opinions regarding the educational tasks in this district.

3. Lower income ($4,500 or less) white parents and students show important differences of opinion regarding the occurence of and satisfaction with the current practices, particularly with the teaching of ethical values and vocational skills.

4. Higher income black parents and students agree on the relative importance of these tasks, but there is a wide gap regarding the occurrence of and satisfaction with the teaching of intellectual skills, citizenship, and emotional stability.

5. Lower income black parents and students disagree on the occurence of and importance of these tasks, particularly the teaching of ethical values.

6. There is a greater generation gap at the eleventh grade level between parents and students concerning educational tasks than there is at the eighth grade level.

7. There are several tasks of education which parents and students agree on the importance of and the occurrence of in the schools, however, there is an inverse relationship in the mean rankings which the parents and students gave to the importance of the task and the occurrence of the task. Specifically, these are vocational training, home and family training, teaching knowledge for knowledge's sake, teaching emotional development, teaching aesthetic appreciation, and instilling a desire for knowledge.

83. Gutiérrez, Arturo Luis. Analysis and Comparison Of the Lyndon Baines Johnson Education Papers and Head Start Research. The University of Texas At Austin, 1972. 259p. Supervisor: Joe L. Frost. 73-7559.

The purpose of this study was to trace the evolution of Project Head Start during the Lydon Baines Johnson Administration through an analysis of three contributing factors:

1. The Genesis and Political Development of Project Head Start--Papers of the President at the Lyndon Baines Johnson Library.

2. Task Force Reports on Education 1964-1968--Papers of the President at the Lyndon Baines Johnson Library.

3. Reports of ongoing research and experimentation within Head Start Research and Evaluation Centers and the results of federally-sponsored national research on Project Head Start.

The study attempted to establish: (1) the sources of research findings on which the Head Start Steering Committee based its recommendations; (2) the extent to which the Head Start Steering Committee's recommendations were implemented by the Office of Economic Opportunity; (3) the reasons for the initiation, implementation, and retention of Project Head Start in the Office of Economic Opportunity during the Lyndon Baines Johnson Administration; (4) the influence of the Presidential Task Forces on Education and Child Development on the evolution of Project Head Start; and (5) the influence of research and evaluation findings on the evolution of Project Head Start.

The analysis and comparison of the President's papers on education housed at the Lyndon Baines Johnson Library and that of previously published research on Head Start led to the following conclusions:

1. While the Steering Committee did not document its recommendations for the Head Start program, their rationale pointed to the importance of the early years of life as the most critical point in the poverty cycle and to preliminary evidence of ongoing research and experimentation adequate to support the view that special programs could be devised for the four- and five-year-olds which would improve their opportunities and achievements. Although a direct relationship was not clearly established, it appears that the Head Start program's philosophy and objectives are in consonance with the findings of Deutsch, the research by Bloom, and the recommendations for prevention of mental retardation of the President's Panel on Mental Retardation, 1962.

2. With one exception, it appears that the Head Start Steering Committee's recommendations were accepted in their entirety by the Office of Economic Opportunity. The Steering Committee had recommended the initiation of a small pilot program (100,000 children) which would encourage comprehensive programs for fewer children and provide a more complete picture of national needs for use in future planning. This recommendation was not adhered to and the program was quintupled (500,000 children) the first summer session in 1965.

3. It appears that many factors may have intersected and influenced the initiation and implementation of Project Head Start under the auspices of the Office of Economic Opportunity during the Lyndon Baines Johnson Administration. However, the retention of the program under the Office of Economic Opportunity may have been a sincere effort on the part of the Administration to allow the program time to make an impact on the American Public and to provide wider visibility to the importance of the early years in breaking the poverty cycle; thus, stimulating State governments to establish preschool programs.

4. It appears that all the recommendations made by the Task Forces on Education and Child Development in regard to Project Head Start were directly or indirectly influential in the evolution of Project Head Start.

5. Although research and evaluation efforts have provided new insights into the education of the children of the poor and have indicated some new areas of needed research and evaluation, the findings did not appear to affect the program's philosophy or its objectives during the LBJ administration.

84. Maimon, Morton A. The Min-School: Implications For Urban Elementary Education. University of Pennsylvania, 1972. 235p. 72-24,174.

It is the purpose of the study to explore the mini-school form of organization as an educational alternative for urban elementary schools. Specifically, the question is whether the mini-school holds promise for enhancing cognitive and affective development by counteracting the depersonalization characteristic of larger schools.

The study begins with an analysis of some of the serious problems that have afflicted urban elementary education in the past. These include lack of curriculum responsiveness to the changing needs of children and the rest of society, the role of the teacher as implementer rather than formulator of curriculum, the generalist role of the elementary teacher, and lock-step tendencies characteristic of administration organization on the elementary level. Following this, there is a projection of some educational imperatives for the future. These include the need for more individualization, the need for systematic staff development programs, the need for selection and testing of innovations prior to accepting them within a school, the need for on-going development and testing of new procedures and materials, and the need to limit school size in order to encourage sound teacher-pupil relationships. The future is viewed in terms of the quest for humane education as the antithesis of the depersonalization which has marked many educational endeavors to the present.

With this philosophic background, the heritage of the mini-school is traced back to such movements as the Lancastrian System, the Pueblo, Winnetka, and Dalton Plans, and Team Teaching, each of which had a germinal influence. Some early mini-schools are described briefly from the point of view of purpose and organization. Next there is a theoretical presentation of organizational considerations and role requirements of mini-schools.

The validity of theory is tested by a detailed analysis of the planning stages and first two years of an actual urban mini-school on the elementary level, Mannex. The impact of Mannex on teachers, students, administrators and community is described. In addition, there is an analysis of results achieved by Mannex students on the Iowa Tests of Basic Skills.

Finally, a balance sheet is drawn, detailing some of the

apparent assets and liabilities of mini-school organization. Among the assets are more meaningful curriculum development, great opportunities for administrators to be instructional leaders, less likelihood of educational stagnation, and greater recognition of students as individuals. Among the liabilities are difficulties in teacher adaptation, parental and community resistance to innovation, difficulty in securing staff balance for school program, and lack of expertise in the area of curriculum development.

The study concludes that while the mini-school seems a promising vehicle for helping to overcome the alienation seemingly endemic to larger, less personalized institutions, it is not a panacea in terms of being equally beneficial to all students. It is a form of organization which can encompass approaches to education from the authoritarian to the permissive. Therefore, it should be regarded as an idea still to be brought to fruition, a fruition which can be achieved only through the industry and resourcefulness of teachers working within its framework.

85. Mather, David Lynn. Perceptions Of the Importance and Occurrence Of and Satisfaction With Educational Practices In Selected Secondary Schools, The Florida State University, 1972. 130p. Major Professor: Marian W. Black. 73-4694.

This study investigated the similarities of opinion between the patrons (parents and students) and educators of the secondary schools in one county school district in Georgia with reference to the tasks of those public secondary schools. The respondents were asked to look at the tasks of the secondary schools from three different outlooks: the relative importance of each of the tasks for secondary education, what they perceived as actually occurring in those schools, and their satisfactions with what was occurring.

Participating were 456 students enrolled in either the eighth or eleventh grade in the district, 52 of their teachers, and 237 of their parents. Sub-groups within the patron sample were identified by relationship to the school (parents or students), race (black or white), and income level (higher or lower).

Three basic problems were investigated. These were: 1) To what extent are the expectations, satisfactions, and perceptions of occurrence of educators and patrons congruent? 2) To what extent are the educators and patrons in agreement as to their opinions? 3) Do some sub-groups among the patrons have distinctly different perceptions of importance, occurence and satisfaction from the total patron group?

Each person sampled was asked to respond to the sixteen specific tasks of secondary education listed on a modified form of The Task of Public Education Opinionnaire. Data was

secured by calculating the means of the responses for each group and sub-group, rank-ordering the mean scores, and analyzing the rank-orders by using the Spearman correlation coefficient technique.

Results of the study indicated that the teaching of the basic intellectual skills was seen as both the most important task of secondary education and that task which occurred most often in the secondary schools. Certain patron sub-groups expected that such tasks as creativity, ethics, patriotism, and citizenship receive equal or greater emphasis. The teaching of cultural activities was thought to be the least important of the sixteen tasks. Educators were less satisfied than patrons with the teaching of the sixteen tasks of secondary education. They appeared to be adapting their procedures to what was desired by the patrons and not what they, themselves, desired. Educators and patrons as a whole concurred on their ratings of both expectations of education (importance) and perceptions of what actually occurred. Differences in opinion appeared, however, when sub-group analyses were made, especially when educators were compared with black parents and students. The least satisfied patron group were the blacks, especially the black parents.

While the statistical procedures used in this study were not powerful and the sample was relatively small, it appears that the patrons of secondary education in this county school district have given a vote of confidence to their school system. The practices in the schools related to the demands of the majority of the population. This could very well be, however, a surface satisfaction as many differences appeared when sub-group analyses were made between patrons and educators. The apparent complementary opinions between the various income levels suggests that socio-economic differences are not the causes of segmentation in this country but rather that the segmentation is based only on race.

While statistical procedures should, perhaps, be altered, this study offers a prototype of a procedure for gathering information on the significant and potentially diverse school-community perceptions of secondary education.

86. Nicholson, Sara Carolyn. The Most Important Educational Problems Affecting the Growth Of Elementary Schools Of Texas, 1972. North Texas State University, 1972. 180p. 73-2922.

The problem with which this investigation is concerned is the identification of conditions, situations, and events that are important problems faced in the public elementary schools of Texas. Problems are categorized into sixteen areas: finance, desegregation and busing, school organization, school personnel, preschool and kindergarten, instructional improvement, reporting systems, pupil behavior, curriculum, in-service staff training,

humanizing the schools, public relations, minority groups, migrant children, special education, and recent trends. The purpose of the study is to determine perceived importance of problems and to establish priorities of current issues from information obtained from education leaders of elementary schools.

This descriptive-type research study collects data by means of a questionnaire which is based on a search of current literature, clarified by a panel, and validated by a jury of experts in elementary education. Reliability was established through a pilot study using the test-retest method and the phi coefficient.

Subjects were superintendents, elementary school principals, Parent-Teacher Association members, state representatives, and a jury of experts. Approximately 50 per cent of the independent school districts of Texas were invited to participate in this study. All members of the House of Representatives and seven experts from the faculty of North Texas State University were asked to respond. Three hundred fifty-five responded, making a return of 55 per cent.

Subjects scored the questionnaire by rating each problem as extremely important, very important, important, of some importance, or not important, in their respective districts. For purposes of computation and interpretation, the ratings of the problems were assigned numerical values.

To determine the most important problems as perceived by the total group of elementary school leaders, the arithmetical mean was computed for each problem. To determine if the frequencies of the ratings on the scale were uniform, the chi-square goodness-of-fit statistical procedure was used. To compare the five groups of status, the five groups of different origin, and the two groups of degree and non-degree subjects, the two-dimensional analysis of variance was computed.

No problem was chosen by the total group to demand the highest priority in need of immediate solution. Conditions created from finance, the lack of men teachers, and the inadequacy of the traditional report card are perceived as important problems.

The frequencies of ratings by the total group differed significantly from uniformity. The experts consistently chose high-priority ratings, and the other groups consistently chose low-priority ratings. The status groups, groups of different origin, and the groups of degree and non-degree subjects tended to agree on problems of finance, school personnel, and in-service staff training. The areas of disagreement were desegregation and busing, pupil behavior, and migrant children.

This study concludes that the elementary school leaders should make efforts to eliminate the problems upon which they agree, so that they might better accomplish the educational

task. The second conclusion is that elementary school leaders tend to perceive problems in similar pattern form regardless of how they are divided or what degree they hold; however, principals give indications of apathy.

Recommendations for further study suggest inquiry into the financial structure of funding schools, means to eliminate abrupt decrees from the courts, an investigation into the laws governing and limiting the education of teachers, the possibility of closer cooperation between schools and universities, and investigation into parents' opinions on reporting systems.

87. Thompson, Almose Alphonse Jr. Relationship Of School and District Size To the Performance Of Low Income Students. University of California, Los Angeles, 1972. 101p. Chairman: Professor Jay D. Scribner. 73-6403.

The purpose of this study was to confirm or reject the following hypotheses: (1) Low income students from large schools will achieve significantly higher median standardized reading and math scores than will low income students from small schools when controlling for per pupil expenditures, and (2) low income students from small school districts will achieve median test scores on standardized reading and math examinations equal to or better than those made by students in large school districts.

To test these hypotheses, data was gathered from thirty-nine schools within thirteen districts. The California State Department of Education provided data covering school and district size, Average Daily Attendance figures, Median test scores for standardized reading and math examinations for individual schools and districts and finally, average district per pupil expenditure rates.

In testing the stated hypotheses, districts and schools were divided according to size into large and small groups. These schools and districts were further divided into two per pupil expenditure categories, $800 and below and $801 - $1,100.00. Data was then treated using a one-way analysis of variance. After a significant main effort was found the Newman-Keul's Test was run. The Newman-Keul's Test was selected because it is one of the best statistical methods available in determining the specifice relationships between groups with varying mean scores.

Both hypotheses were partially confirmed. For Hypothesis I, on the reading examinations, students attending small schools with low expenditure levels performed significantly better than did students from large schools. However, at the higher expenditure rate category, students from large schools performed significantly better than did students from small schools. Large schools, large district students at the expenditure level performed statistically equal to small districts, small school students at the low expenditure level.

In analyzing math scores at the low expenditure levels, there was no discernible difference in student performance. At the high expenditure levels students from large schools performed statistically better than students attending small schools. Thus, Hypothesis I was partially confirmed.

Similarly, Hypothesis II was also only partially confirmed. Low income students from small schools within small school districts performed statistically equal to students from large schools within large districts on standardized reading examinations. On the other hand, students from large districts, large schools performed significantly better on math examination than all small district students in this study. However, it should be pointed out that all other district categoried performed on a statistically equal basis.

88. Zellmer, Kathleen O'Toole. The Gray School: The Impact of De Facto Segregation On A Selected School. The American University, 1972. 189p. 72-30,120.

It was the purpose of this study to investigate, determine, and interpret the impact of de facto segregation on a selected school. Eastern High School, Washington, District of Columbia, was the selected school. It was selected on the assumption that this comprehensive high school was sufficiently representative of high schools with problems of de facto segregation to provide a prototype of events in other schools.

This study was delimited to twenty years, 1948 through 1968. The historical method of research was used, with both primary and secondary data utilized.

It was hypothesized that de facto segregation would significantly change the kinds of discipline problems in the school, would significantly alter the social life of the students, and would significantly increase the number of teachers who would request transfers from the school.

Findings demonstrated that discipline problems did change in kind and severity, that the social life of students did significantly alter, and that a significant number of teachers did request transfers from the school.

Conclusions stated that many problems were the result of racism, individual, and institutional, and were preventable. Black caste concepts were also racist, and the mass media added problems.

Recommendations include development of school goals and priorities, in consultation with faculty, students, administrators, and community people. Differentiated instruction based on differentiated needs, research studies started, integrated faculty, limited class size, flexible school day, partnership with university for staff development, schools as centers of research, power contracts awarded to students with self-management provisions.

Recommendations for staff include bonus pay for teachers, sabbatical leave, with full pay, for teachers with five continuous years of service, retirement at fifty-five with full retirement benefits, and fifteen years of service, salary scale designed to attract and hold experienced teachers, and a new method for administering the school.

School Organization
Staff

89. Mestas, Leonard Joseph. Administrators' Opinions and Attitudes Concerning the Bureau Of Indian Affairs Navajo Schools' Responsibility In Providing Education For Navajo Exceptional Children. University of Northern Colorado, 1970. 122p. 70-23,213.

The problem for this study was to survey the Bureau of Indian Affairs Navajo School Administrators' attitudes and opinions concerning the schools' responsibility in providing education for exceptional Navajo children.

Data were obtained by questionnaire from all Navajo Bureau of Indian Affairs Navajo school administrators. An analysis of the data indicated that 100 percent of the BIA Navajo school administrators responded to the questionnaire. The data are reported by frequency count and percentage of responses to each item of the questionnaire to determine differences of opinions and attitudes of the Navajo school administrators.

Conclusions

1. Bureau of Indian Affairs Navajo school administrators agreed there is a need for the BIA to assume more responsibility in administering programs for exceptional children.
2. Administrators indicated that institutions should be responsible for the specific categories of deaf, blind, subtrainable mentally retarded and pre-school programs for blind.
3. BIA Navajo Administrators indicated workshops for adult handicapped as being the responsibility of local community agencies.
4. Administrators of the Navajo BIA schools (in the suggested pupils-per-teacher ratios) agreed that classes for handicapped should be small.
5. Administrators placed leisure time programs and school health services within the responsibility of another department in the Bureau of Indian Affairs Navajo school system.
6. Administrators were evenly divided as to whether school social work should be the major responsibility of the department of special education or another department in the Bureau of Indian Affairs Navajo school system.
7. Administrators agreed that certain pupil placement plans were best for various handicapping conditions. The segregated school plan, the special class, and the cooperative plan were preferred but the itinerant teacher and resource room plan were seldom selected.

90. Bidol, Patricia Ann Fitzsimmons. The Effects Of Racism Awareness Training On the Professional Staff Of An Education Association. The University of Michigan, 1972. 158p. Chairman: Robert Fox. 73-11,040.

This study was designed to assess the effects of participating in a racism awareness training laboratory on the professional staff of a midwestern education association. The goal of the training was to create an awareness of racism and to provide strategies to combat individual and institutional racism within educational environments. This study attempts to measure key attitudinal changes and the perceived effectiveness of the participants' anti-racist change projects. The changes were measured from the obtained differences between the pre-tests and the post-tests (administered two months after training).

The assessed attitudinal variables include self-concept, race ideology, personal control, control ideology, and system modifiability. Specific attention was given to the correlations between the attitudinal measures and the perceived effectiveness of the trainees' anti-racist change projects.

The training dynamics and their perceived effects on the treatment's outcomes were documented by presenting the findings from the qualitative data. The qualitative data includes the training evaluation forms, trainers' reflections, transcribed tapes of training sessions, and post-training interviews.

This study proposed to answer three major questions:

1. What apparent influence will the racism training have upon key attitudes and on the perceived effectiveness of the participants' anti-racist change projects?

2. Which factors are likely to influence the extent and nature of the changes that do occur within the participants?

3. What correlations exist among the pre-and post-measures of the key attitudinal and behavioral variables?

The changes between the pre- and post-measures on the key attitudinal and perceived effectiveness of the behavioral variables were measured by a t-test for dependent measures. The influence of age, location of work, and number of years with the education association on the dependent variables were measured by a one-way analysis of variance and a one-way analysis of covariance. The degree of association between the dependent variables was measured by Pearson's product-moment method of correlation.

The findings of this study suggest some implications for racism awareness training programs:

1. Racism awareness training can be useful in enabling the members of an organization to understand the causes and manifestations of racism and to design and implement anti-racist change projects.

2. Racism awareness training should be designed to include follow-up training and field consultation to assist participants in implementing their change projects.

3. Racism awareness training should be designed for enough time to enable the participants to internalize the racism awareness experiences and to effectively design their projects. This study's training was only three days long. The study of the participants' reactions indicate that most of them felt it should have been longer.

The results of this case study indicate many areas for future investigations:

1. There were statistically significant positive results on the measures of personal efficacy (self-concept, personal control, control ideology) and perception regarding the effectiveness of the change project. This should be further investigated.

2. Although not statistically significant, racism awareness variables positively increased. It would be important to know whether the results were partly due to the sensitivity of the instrument used. No instrument presently exists which measures only institutional racism.

3. An improvement on this design would be to determine the effectiveness of the change project as perceived by those within the institution who are not implementing the change project.

4. The qualitative data was very helpful and more refined methods of collecting and analyzing it should be devised.

5. The attitudinal and behavioral measures were positively correlated on the post-measures. Since correlation indicates only association and not causation, extensive research is needed to examine these relationships.

91. Boothe, James William Jr. A Study Of the Relation Between Classroom Verbal Interaction Patterns and Racial Composition, Teacher Race, and Grade Level. Western Michigan University, 1972. 120p. 72-21,626.

This study focused on the verbal behavior of teachers and students in elementary and secondary classrooms. Specifically, it was the intent of the investigator to determine the manner and extent to which classroom verbal interaction patterns varied with the racial composition of the classroom, the racial composition of the school, the socio-economic status of the school, the race of the teacher, and the grade level. The sample consisted of 31 second grade classrooms, 32 fourth grade classrooms, 20 seventh grade classrooms, and 14 tenth grade classrooms and was drawn from 34 of the 36 public schools in Kalamazoo, Michigan.

The data were collected by trained observers who coded the verbal statements of the 97 teachers and 2,353 students partici-

pating in this study according to a behavior classification system developed by Coats (1971). A total of 21,166 minutes of recorded verbal communication, an average of 218 minutes for each sample classroom was obtained over a six day period in June of 1971. Data analysis consisted of one-way analysis of variance and z ratio comparisons.

There were no significant differences in verbal interaction patterns between racially mixed and all white classrooms at the second, fourth, and tenth grade levels. However, at the seventh grade level, significant differences were obtained for eight of the 21 variables investigated. In general, racially mixed classrooms were more volatile and inconsistent than were all white classrooms.

Significant relationships were not found between the verbal interaction patterns of elementary classrooms and the socio-economic status of the school.

At the tenth grade level classroom verbal interaction patterns varied significantly in the two senior high schools. Data analyses disclosed that classroom instructional techniques were more structured in the high school with the greater percentage of black students.

Comparisons between the verbal interaction patterns of black and white teachers were limited to low SES classrooms in which white students constituted a minority. All of the classrooms were in elementary schools. Data analyses revealed that white students verbally participated to a greater extent in the classrooms taught by black teachers.

The analyses pertaining to grade level comparisons resulted in significant differences for eleven of the 21 variables investigated. As a group, the seventh grade classrooms were more volatile and inconsistent than second, fourth, and tenth grade classrooms. In addition, elementary classrooms were found to be less structured than secondary classrooms. Elementary teachers talked less and elementary students verbally interacted with their teachers and peers to a greater extent than did their counterparts in secondary classrooms.

92. Fisher, Gilbert Michael III. A Descriptive Analysis Of Latent Status Characteristics Affecting the Leadership Behavior Of Urban Principals With Special Emphasis on Race. The University of Michigan, 1972. 157p. Chairman: Frederick W. Bertolaet. 73-11,106.

This study is concerned with racial latent status characteristics affecting the leadership behavior of urban principals in a major northern metropolitan public school system.

The race of the pupils was the latent status characteristic affecting the leader behavior dimension, Consideration, when partitioned by principal's age; specifically those principals fifty-five years of age and over. This age cohort was com-

posed of forty-three respondents (forty-one percent of the total sample) possessing a 28.18 mean score. These forty-three respondents formed two distinct subgroups: one group representing thirty-five respondents (thirty-three percent of the total sample) who were principals of black majority schools or principals of white majority schools. These principals had a 27.34 mean score. The other subgroup was composed of eight respondents (7.6 percent of the total sample) who were principals of integrated schools. These principals had a 31.87 mean score. A lower mean score shows greater possession of the leadership trait than a higher mean score.

The leader behavior dimension, Consideration, was also affected by the race of the pupils, when partitioned by principal's educational level; specifically those principals having done work beyond the master's level but not possessing an earned doctorate degree. This education cohort was composed of thirteen respondents (12.4 percent of the total sample) possessing a 28.61 mean score. These thirteen respondents formed two distinct subgroups: one group representing seven respondents (6.7 percent of the total sample) who were principals of black majority schools. These principals had a 26.66 mean score. A lower mean score shows greater possession of the leadership trait than a higher mean score.

A principal's race was the latent status characteristic affecting the leader behavior, Initiating Structure, when partitioned by principal's martial status; specifically those principals who were single. This marital cohort was composed of fourteen respondents (13.3 percent of the total sample) possessing a 30.85 mean score. These fourteen respondents formed two distinct subgroups: one group representing one respondent (one percent of the total sample) who was a black principal. This principal had a 22.00 mean score. The other subgroup was composed of thirteen respondents (12.4 percent of the total sample) who were white principals. These principals had a 31.53 mean score. A lower mean score shows greater possession of the leadership trait than a higher mean score.

The leader behavior dimension, Initiating Structure, was also affected by the race of the teacher, when partitioned by the principal's race; specifically white principals. This race cohort was composed of thirteen respondents (12.4 percent of the total sample) possessing a 31.53 mean score. These thirteen respondents formed two distinct subgroups: one group representing three respondents (2.9 percent of the total sample) who were principals of white teacher majority schools. These principals had a 27.00 mean score. The other subgroup was composed of ten respondents (9.5 percent of the total sample) who were principals of integrated teacher schools. These principals had a 32.90 mean score. A lower mean score shows greater possession of the leadership trait than a higher mean score.

93. Gentry, Bobby Flynn. Differentiated Staffing For Urban Schools. University of Massachusetts, 1972. 167p. Director: Dr. Byrd L. Jones. 72-19,482.

A differentiated staffing model using a variety of paraprofessional instructors is a crucial strategy for improving urban schools. In general, a teaching team with different levels of salary and responsibility facilitates the introduction of open classroom spaces with both large group and individualized instruction, flexible scheduling, and alternative learning environments. Of specific importance for inner city classrooms, a differentiated staff provides a mechanism for involving parents and other community residents with schools and the students with the community outside of the school grounds. As parents, neighborhood businessmen and community leaders function as part of the instructional staff, they should begin to transform inner city schools into learning centers for the neighborhood.

A differentiated staff for an urban elementary school would differ from a more common pattern by emphasizing roles for non-professional aides. In order to motivate professional development by allowing for advancement as well as multiple entry and exit points, urban school districts will have to develop a workable career lattice allowing for both vertical and horizontal mobility. In order to allow for variations within entire district, most urban school systems should allow some schools to continue a traditional staffing, provide special financial support for a limited number of developmental schools, and concentrate its community-staffed schools where poor and minority children feel excluded by existing staffs.

The principal difference made by a differentiated staff for an urban school is the opportunity to bring the community into the school. The example of CO-PLUS in Chicago, Illinois, illustrates how a differentiated staff affects the curriculum. Paraprofessionals can relate mathematics, science, reading, history, and social studies to the neighborhood and to the level of understanding of the children. At a deeper level, the presence of parents and community aides in the classroom demonstrates for both children and parents some real possibilities for benefits from the schools.

Whereas urban elementary schools may regard major structural changes as a positive educational reform, urban high schools require major structural changes for their very survival. A differentiated staffing model would allow urban high schools to use all the strength of its larger community. Students, parents, teachers, and administrators as well as businessmen, politicians, professionals, and urban leaders from every field should be incorporated into the instructional staff under the guidance of creative senior and master teachers. The Polytechnic High School in San Francisco, California, de-

monstrates that with the large adult ratio and freedom to act students can develop their own curriculum.

In order to keep career lattices open for non-professional staffs, urban school districts must develop innovative teacher training programs with institutions of higher education. The School of Education, University of Massachusetts at Amherst, Career Opportunities Programs are a successful model for training teachers. By offering an innovative college program in Brooklyn which will award teacher certification and bachelors' degree in four years, these individuals progress up a career lattice while they participate as teacher-facilitators.

In summary, a differentiated staff with many paraprofessionals in urban schools allows and encourages: (1) in-service staff development and curriculum formation, (2) community participation and involvement, (3) use of different skills, especially by paraprofessionals, (4) racial integration of the teaching team, and (5) various innovations, such as micro teaching for sensitivity, flexible or modular rooms, and non-graded groups.

94. Herget, Robert Louis. A Study Of the Nature Of Educational Change By ESEA Title III Projects. University of Illinois at Urbana-Champaign, 1972. 124p. 72-19,845.

The purpose of the study was to show how ESEA Title III Projects were operated within the State of Illinois to bring about change in public education. It is basically a study showing: (1) classification of project activities, 2) perceptions of project goals and priorities, and (3) the strategy principles being used to implement change in the school system.

The study was based on a sample consisting of educators working with 21 different Title III Projects in the State of Illinois. The projects were classified as either service centers or innovative-exemplary type projects and the respondents classified as either teachers or administrators. A questionnaire was designed to gather information relative to the three topics mentioned above. Comparisons of the perceptions of teachers and administrators were made within and between the two types of projects.

The results of the study indicated these findings: The data showed a great diversity of both broad and specific areas of education affected as well as grade levels and type of people involved. Although there was considerable diversity, there were more changes occurring in educational practices with respect to instruction, staff, and use of equipment. Reading and language arts were most frequently involved; project activities were directed most often at the elementary level and teachers and students were involved more than administrators or lay citizens.

The data also indicated that the participants working in the projects see their activities as being highly worthwhile.

desiring the project work to continue after outside funds are terminated. The respondents indicated that the activities of the projects brought about educational changes other than or in addition to those changes for which the projects were intended. The participants indicated that project goals, as reflected by educational need, and definitely seen as originating from local needs and are not unduly influenced by national priorities. Project goals were seen to have high priority within the local district.

Specific strategy principles that reduce resistance or elicit cooperation for change have been identified and the extent of their use tested. These principles deal with the individual teacher or administrator as he is affected in high school setting. The teachers' mean scores were lower than the administrators' on eight of the twelve principles tested, indicating that the teachers were affected more often. Also, educators from the innovative projects reported being affected more often by the application of the strategy principles than did the educators from the service-center projects. Perceptions of educators in all four groups agreed more often than they disagreed on answers to the questions investigated by the study.

95. Hurd, Deane Edwin. A Study Of Bureau Of Indian Affairs School Personnel Attitudes About Navajo Education. University of Northern Colorado, 1972. 122p. 73-10,980.

The major purpose of this study was to discover the extent to which Bureau of Indian Affairs personnel who have primary responsibility for educating Navajo children in boarding or dormitory facilities have similar attitudes about the goals for Navajo education. A second purpose was to find out whether the job responsibilities of these persons relate to their attitudes about the goals for Navajo education. Finally, the researcher sought to discover whether the attitudes held by those personnel of Navajo origin differ from the attitudes held by BIA personnel of non-Navajo origin.

An opinionnaire consisting of forty educational outcome statements was used to register respondent rank priorities among the outcomes. The instrument was administered to school personnel who served Navajo children in Bureau of Indian Affairs facilities under the supervision of the Navajo Area Office. Extent of agreement among respondents when grouped by position--principals, teachers, and dormitory adies--and when grouped by ethnic origin--Navajo and non-Navajo--was measured with the Spearman rank order correlation coefficient. Correlations were tested for significance at the .05 level. The 287 BIA personnel divided into 41 principals, 113 teachers, and 133 aides. With regard to ethnic orientation, this same 287 divided into 101 Navajos and 186 non-Navajos.

The respondents' replies were analyzed with the intent to

answer the following questions: 1. Do employee groups--principal, teacher, and dormitory aide--share similar attitudes about the order of educational outcome priorities, within the set of Navajo education outcomes used in this study? 2. Do employee groups--principal, teacher, and dormitory aide--share similar attitudes about the order of educational outcome priorities of more specific value to Navajos than non-Navajos, as described in this study? 3. Do Navajo and non-Navajo personnel share similar attitudes about the order of educational outcome priorities, within the set of Navajo education outcomes used in this study? Do Navajos and non-Navajos agree about what should be the order of educational outcome priorities of more specific value to Navajos than non-Navajos, as described in this study?

There was general agreement among respondents on priorities of outcomes, both when respondents were grouped by position and when they were grouped by ethnic origin. The one exception was that the dormitory aide group and the teacher group did not show significant agreement about what should be the priorities within the set of outcomes of specific value to Navajos.

When compared to the critical value of .317 for the forty overall rankings, each one--the principal to teacher agreement (.954), the principal to dormitory aide agreement (.800), and the teacher to dormitory aide agreement (.793)--was significantly greater than chance. Navajo to non-Navajo agreement on the overall set of outcomes was also significantly greater than chance, as indicated by a rho of .831.

Priority assignments within the subset of outcomes of specific value to Navajos were compared, using a critical value of .520 for fifteen ranked items. Each, the principal to teacher agreement (.862) and the principal to dormitory aide (.532) was significant. However, the teacher to dormitory aide agreement (.452) was not significantly greater than chance agreement. Navajo and non-Navajo groups did agree significantly as to priorities among the goals of specific value to Navajos, as indicated by a rho of .523.

General agreement was also indicated by all groups ranking the same seven outcomes of the overall set in the top eight positions and the same four in the lower ten positions.

The findings support the basic conclusion that Navajo Area Bureau of Indian Affairs personnel agree on overall educational priorities for Navajo children.

Agreement exists independently or the employee classification--whether principal or teacher or dormitory aide--or ethnic classification--Navajo or non-Navajo.

Beyond general agreement there were specific agreements. There was a tendency to place high priority on such outcomes as learning English well and learning about cleanliness--matters of immediate importance to Navajos. At the other extreme, low rankings were given to remotely related outcomes, such as learning about other cultures, geography, and science. That all groups

rated competence in the English language first is a strong indication that acculturation of the Navajo to mainstream America is a dominant goal of the personnel studied.

Results were more mixed for the fifteen outcome subset. Few of these outcomes were deemed to be of high priority by any of the groups. One important result is that teachers and dormitory aides do not agree about the relative importance of the outcomes of specific value to Navajos. Aides tended to rank these outcomes higher than did either teachers or principals.

While acculturation seems to be the goal of the groups studied, there are disagreements regarding the best way to accomplish the task.

Recommendations

While results of this study indicated general agreement about outcome priorities among the Bureau of Indian Affairs personnel, no attempt was made to determine whether Navajo children and parents concur, especially in the study's summary conclusion that acculturation to mainstream America should be the primary goal of Navajo education. Navajo student and parent responses to what should be emphasized in their schools should be evaluated.

There appears to be a moderate breakdown in communications, as to what is important for Navajo children, between the professionals who staff the schools--principals and teachers--and the non-professionals who primarily staff the dormitories--the dormitory aides. Bureau leadership should encourage or implement activities whereby learner-oriented communications between school staffs and dormitory staffs would increase.

Finally, Bureau of Indian Affairs leaders should completely review current curricular offerings for Navajos. Unlike BIA specialists who are now making curricular decisions, personnel close to Navajos believe they have needs to learn knowledge and skills that can be applied to current Navajo ways. Curricular offerings such as geography and science may be valued in white man's curriculum; but if this study's findings are valid, they have little appeal for those who teach the Navajos.

96. Jarvis, Richard James. A Study Of Role Expectations For the Public School Coordinator Administering Title I Funds (89-750) To Selected Non-Public Child-Care Institutions For Dependent and Neglected Children. Columbia University, 1972. 267p. Sponsor: Professor William Anderson. 72-28,706.

The purpose of this study was to ascertain whether or not there were conflicting expectations of the public school coordinator in performing his role of administering Title I funds to

child-care institutions for dependent and neglected children. The perceptions of public school coordinators, administrators of non-public institutions, and employees of Title I programs were investigated. The study was limited to fifteen child-care institutions for dependent and neglected children who qualified for funds under Public Law 89-750. All institutions were located within the geographic boundaries of the Archdiocese of New York.

Public school coordinators, non-public agency administrators, and employees of the Title I programs of the fifteen local educational agencies were asked to respond to a questionnaire constructed to ascertain expectations for the role of public school coordinators in administering Title I funds to institutions for dependent and neglected children. The questionnaire was designed in three parts: (1) background of information of the respondents, (2) the administering of a Title I program as it is currently administered, and (3) the administering of a Title I program as it should be administered.

The second and third parts of the instrument were constructed with thirty-one questions each and were classified into four broad areas of Planning, Personnel, Evaluation and Communication. The information obtained from a review of literature and research of the Elementary and Secondary Education Act of 1965 was used to construct each questionnaire item.

The respondents were asked to respond on a five point scale to each question in terms of the current situation in their systems and, also, how they perceived it should be. With this scale, each individual replied to each item in relation to five degrees of agreement or disagreement, from strongly agree to strongly disagree.

In addition to collecting information with the questionnaire, fifty-one interviews were conducted in fifteen local educational agencies, including visitations to each non-public institution. The interview guide consisted of fourteen open-ended questions dealing with the four broad areas of Planning, Personnel, Evaluation and Communication.

Findings of the study indicated that child-care institutions for dependent and neglected children have similar characteristics and basic needs for programs administered under Title I. The children serviced come from similar family backgrounds and almost all are educationally and culturally disadvantaged. The main differences between institutions of this type studied and others would be geographic location and sponsoring agencies.

Thirty findings were identified under the four broad classifications of Planning, Personnel, Evaluation and Communication as to how the administrative process actually works and how it should work as perceived by the three groups of respondents.

The major conclusion reached from the study was that there was general disagreement among respondent groups as to how the system actually functions in administering Title I funds to institutions, but strong agreement as to how the system should

function.

Ten recommendations were set forth in the study to help coordinators reduce the conflicting views regarding administering Title I funds within the legal framework of the law and to help them develop compatible expectations regarding administering Title I funds with non-public agency representatives.

97. McClain, Benjamin Richard. Authority Relations In Bi-Racial High Schools: A Comparative Study. The University of Michigan, 1972. 146p. Chairman: Lester W. Anderson. 73-6871.

The purpose of this study was to determine what differences exist in the perceptions of black and non-black high school administrators in relation to responsibility, authority, and delegation; in addition, the purpose was to determine the nature of perceptions in relationship to varying percentages of black students comprising the total enrollment of their student bodies.

The hypotheses for this study stated: 1. There is no significant difference between the self-perceived responsibility, authority, and delegation of black and non-black high school administrators as measured by the RAD Scales. II. There is no significant difference between the self-perceived responsibility, authority, and delegation of black and non-black high school administrators as it related to varying percentages of black students comprising the student population.

The instrument used in this study was the Responsibility Authority, and Delegation Scales developed by Ralph M. Stodgill and Carroll L. Shartle. This instrument was designed to measure the degree of responsibility, authority, and delegation as perceived by the individual in terms of decisions concerning formulating and implementing general policies.

The questionnaire was mailed to 200 randomly selected high school administrators throughout the lower portion of the State of Michigan during the early winter months of the 1971-72 school year, resulting in a return of 181 questionnaires. Seven of the returns were invalidated because of insufficient data, particularly concerning the completion of the ethnic identification item. The total of 174 usable questionnaires comprised an unbalanced grouping of twenty-six black administrators and 148 non-black administrators.

The scores on the RAD Scales were tabulated by hand according to the instructions given by the authors, Stodgill and Shartle. The data were transferred to IBM computer cards and submitted for statistical analysis through the facilities at the University of Michigan Computer Laboratories located in Ann Arbor, Michigan.

Each subtest comprising the RAD Scales were subjected to statistical testing in relation to the hypotheses generated for this study. The statistical technique utilized was the one-way analysis of variance because the unbalanced design dictated minimizing the probability of error inherent in examining the differences between small and large samples. The F-ratio was utilized to determine whether to reject or accept each null hypothesis at the .05 level of significance.

1. Findings of the study indicates no statistical basis for rejection of Null Hypothesis I. Failure to reject the hypothesis indicates that there is no significant difference between the perceptions of black and non-black administrators in terms of responsibility, authority, and delegation as measured by the RAD Scales.

2. Findings of the study indicates no statistical basis for rejection of Null Hypothesis II. Failure to reject the hypothesis indicates that there is no significant difference between the perceptions of black and non-black administrators in terms of responsibility, authority, and delegation as measured by the RAD Scales when compared to varying percentages of black students currently enrolled in the schools tested.

As a result of the findings, it was concluded that the ethnocentrism of the administrator was not a determining factor in affecting perceptions in terms of responsibility, authority, and delegation as measured by the RAD Scales.

Also, varying percentages of black students did not appreciably alter the differences in mean scores between black and non-black administrators concerning their perceptions of responsibility, authority, and delegation as measured by the RAD Scales.

98. McColgan, Michael Daniel. Individual Role In Educational Change and A Framework For Its Analysis, With Particular Reference To the Establishment Of A Bilingual Subschool In An Urban School System. Columbia University, 1972. 521p. Sponsor: Professor Edward J. Cervenka. 72-28,712.

The bulk of this 500 page study is comprised of data collected from a two-year period beginning with the establishment of a bilingual program in a public junior high in New York City, and ending with the predetermined departure of the program manager. Among the data are communiations from within the bilingual program and the school anecdotes, interviews, questionnaires, and other relevant documents that capture the life of an innovative subsystem as it becomes integrated into an organization.

The focus of the study is the role played by the program manager, who happened to have been the author, who was called in as a type of change agent to set up the program. The author had been searching for such a position, and saw his chief role-termed in the study a "supra-role" to distinguish it from his official organizational role of program coordinator-as that of an "interventionist," which he describes as a "self-implementing" change agent.

The type of individual intervention employed in this study is compared to other strategies of general organizational intervention, such an organization development, the use of consultants and change agents by top management, and other re-educative and data-based strategies; and it is placed in the context of strategies of school intervention such as those by teacher-writers, militant scholars, parent activists, and ethnic group leaders.

The method of study was primarily participant observation, with the major innovation/deviation that the observer was the major participant rather than the filler of a minor role. Interviews, aneceotes, and questionnaires aided in the observation and analysis.

Explicit hypotheses were not formulated, and the data was approached in terms of grounded theory. The data is presented in a comprehensive and ordered "deposit" rather than selectively anecdoted, in order to promote objectivity and to partially offset the disadvantages of the combined observer-referrent role.

The data has been analyzed in terms of role theory, against the background of the interpolation of a new subsystem into an extant organization - in this case the framework was the integration of a bilingual subschool into a public school. The role of the head of the unit was analyzed chiefly around the concepts of role description, prescription, sanctioning, and dissensus (i.e., non-polarized conflict).

The intervention is ultimately placed in the sphere of planned change in education, and bilingual education specifically

99. Marshall, Walter W. The Relationship Between Teacher Morale and Pupil Achievement In Urban Black Middle Class Schools. University of California, Los Angeles, 1972. 100p. Chairman: Professor Clarence Fielstra. 72-25,808.

In this study an investigation was made of the scholastic growth of black, middle-class, sixth grade pupils as it was related to their teachers' morale. The purpose of the study was to test the following hypotheses.

1. That pupil growth in achievement would not be significantly correlated with teacher morale.

2. That there would not be a significant difference between neighboring schools in mean achievement growth of pupils, and

3. That there would not be a significant difference between neighboring schools in the teachers' mean morale scores.

The investigation was a longitudinal one-year study. The Science Research Associates Achievement Test was used for both the pre-testing and the post-testing of pupils. The general morale

assessment questions of the Personnel Administration section of Report of the Survey of the Pasadena City Schools, 1951-52 was used as the criterion measuring instrument for teacher morale. Two sets of SRA Achievement tests were administered to six hundred and forty-two pupils, pre-test-one year interval post-test. The teacher Morale Opinionnaire was administered to twenty one teachers.

The following conclusions were drawn from the results of the investigation:

1. The mean pupil growth in achievement was not significantly correlated with mean teacher morale scores in the black, middle-class community studied.
2. There was no significant difference between neighboring schools in the black, middle-class community studied in pupils' mean achievement growth.
3. There was a significant difference between neighboring schools in the teachers' mean morale scores.

Data gained from this study indicate that there is a need for additional descriptive, longitudinal studies regarding the scholastic characteristic of the urban, black, middle-class pupil.

100. Nelsen, Ralph Thomas. An Analysis Of Socioeconomic Differentiation Among Selected Western Secondary Schools: Student and Teacher Characteristics and Attitudes. University of Idaho, 1972. 206p. Director: Professor Kenneth A. Ertel. 72-30,509.

The broad objectives of this study were to isolate socioeconomic indicators which might be used in classifying different types of urban secondary schools, and to isolate the personal and professional characteristics and attitudes which characterize successful teachers in urban schools of varying socioeconomic status. Within the framework of these two broad objectives, the study has the following specific goals.

1. To review the professional literature in the areas of teacher evaluation, urban education, school supervision, and educational sociology.
2. To survey secondary school principals regarding the socioeconomic conditions which obtain among students in their respective schools.
3. To survey successful teachers regarding their personal origins and professional attitudes and values.
4. To collate and treat statistically response data from teacher and principal surveys.

The target population for the study consisted of all principals and teachers in secondary schools serving western population centers of 100,000 population or more. Twenty large cities were selected randomly from United States census data, six of which were ultimately chosen as sample districts. Superintendents in those six districts were asked to identify five schools representing a wide distribution of socioeconomic student bodies.

Of the thirty schools thus identified, twenty-seven were selected as sample schools on the basis of their principals' willingness to cooperate in the study. Twenty-seven principals were asked to provide information regarding the socioeconomic makeup of their respective student bodies and to identify six or seven teachers whom they would classify as "successful in this teaching situation." Of the 173 teachers identified, 138, better than 80 percent, completed and returned questionnaires designed to provide information regarding their personal origins and professional stance.

Both sets of data, those from principals and those from teachers, were coded for computerized calculations of means, standard deviations, and correlations, and conclusions were drawn on the basis of these calculations.

Findings

There are differences between schools of highest and lowest SES and between the characteristics of the teacher serving in these schools.

1. Significant variations were found between schools and teachers in two large groups of schools, those serving students from the highest and lowest socioeconomic stratum of the urban population. It was not, however, possible to make clear distinctions between schools in the "middle" ranges of the socioeconomic spectrum.

2. Students in low socioeconomic status schools are, generally, less academically oriented than those in high socioeconomic status schools. Specifically, the low socioeconomic status student is more apt to come from an unstable home situation, to have more scholastic problems, and to have a more limited educational future than is his high socioeconomic status counterpart.

3. Successful teachers in low socioeconomic status schools are more inclined toward the affective aspects of the school process than are their counterparts in high socioeconomic status schools. These low SES school teachers see, in general, more need to deal with their students in informal settings than do high SES school teachers. Additionally, teachers in low SES schools see parent and community relationships as being more important to the successful completion of their professional activities than do teachers in high SES schools.

101. Sewell, Orville Edgar Jr. Incentives For Inner-City Teachers. University of Southern California, 1972. 178p. Chairman: Professor Dawson. 72-17,510.

The purpose of the study was to determine the opinions of public school teachers regarding the probable efficacy of specific policies and procedures as incentives for tenured, certificated teachers to teach in inner-city schools.

From the review of literature, and other sources, the researcher formulated twenty criteria, or incentives, which might encourage tenured, certificated teachers to teach in inner-city schools. A questionnaire was developed to evaluate the incentive. Tenured, certified junior high teachers from three Southern California districts participated in the survey.

For all districts, the return was 73.7 percent, or 552 out of 748. The data obtained from the completed questionnaires were tabulated according to inner-city, suburban, and total teachers in each as well as all districts. Statistical techniques used to analyze the data were percentages, frequencies, median ranks, and chi square. Central office administrators from each district classified schools as either inner-city or suburban.

Findings. (1) Median ranks for the twenty incentives revealed that both the inner-city and suburban teachers considered "Reduced class size," "Bonus salary," and "Larger raises for inner-city teachers" most likely to encourage tenured teachers to teach in inner-city schools. Below is the order in which the top ten criteria fell when placed according to overall median ranks, based on a 1-8 rating scale.

(1) Reduced class size.
(2) Bonus Salary.
(3) Larger raises for inner-city teachers.
(4) One less class to teach.
(5) Para-professional aides.
(6) Teacher-personnel rotation.
(7) Select grade level and subject.
(8) Depart from course of study, etc.
(9) Most competent administrators.
(10) New educational programs, materials, etc.

Findings. (2) Surburban teachers tended more than inner-city teachers to hold a positive attitude toward "Bonus salary" and inner-city teachers tended more than suburban teachers to hold a positive attitude toward "Reduced class size," "Para-professional aides," "Reduced counselor/pupil ratio," "More supplies," and "Central office administrator interviewing teachers."

Findings. (3) A majority of both inner-city and suburban teachers indicated that they would be willing to transfer to an inner-city school, provided district policy permitted them to return to a suburban school after one year in the event they were unable to cope with the assignment.

Conclusions. (1) There is evidence that, unless school districts adopt incentives that cause certified, tenured teachers willingly to transfer to inner-city schools, the already critical condition of the instructional program in those schools will continue to deteriorate. (2) Under compensating conditions, qualified teachers would be willing to teach in inner-city schools. (3) Inner-city and suburban teachers are generally in agreement as to which incentives would encourage qualified teachers to transfer to inner-city schools.

It is recommended that inner-city schools (1) have a lower class size than that of suburban schools, (2) have available specialists, in reading, health, educationally handicapped, etc., (3) be staffed with para-professional aides, (4) be staffed with teachers who have selected the grade level and subject they teach, (5) allow teachers to depart from prescribed courses of study as is necessary to meet the needs of poverty area youngsters. It is

further recommended that (1) inner-city teachers receive a salary differential, (2) districts establish teacher-personnel rotation systems, as needed, to staff inner-city schools with experienced, certificated teachers, and (3) that school districts staff inner-city schools with specifically selected principals and co-administrators.

School Organization
School Climate

102. Monahan, William Welsh Jr. Teacher's Knowledge Of Students Related To Urban High School Size. University of California, Berkeley, 1965. 153p. 65-8294.

Many studies have been concentrated on pointing out the limitations of the small high school and on determining desirable minimum size. A review of results indicates that high schools with enrollments below 1,000 cannot provide a rich educational offering at a reasonable cost.

In California, a desirable minimum sized high school is not a pressing problem. The question facing most school boards is what should be the maximum size. A major criticism is that in large high schools student-faculty relations become depersonalized, and that this has a deleterious effect on the learning experience of the student. One measurement of the effect of size on the student-faculty relationship is the amount of knowledge which a teacher has of his students. The problem of this study was to isolate the variable of high school size and to investigate the relationship of this factor to teacher knowledge of students.

A questionnaire was developed which borrowed heavily from a study conducted by the Great Cities Program for School Improvement in Detroit, Michigan. Sixteen questions were selected that measured the following sources of student information available to a teacher: other teachers, parents, cumulative folders, direct observation of the student, and evaluation of classroom achievement.

In the spring of 1963, fifteen Los Angeles City high schools, comparable in internal organization, were investigated. Five high schools had a mean enrollment of 1,604; five, 2,074; and five, 2,887. Ten boys and ten girls from the tenth grade were randomly selected from each school. The teacher of these students, when identified, proved to be comparable. The attendance areas of the three high school size categories differed in two respects. The mean family income and amount of education of adults was markedly higher in the large size category.

The questionnaire asked the teachers to reply "yes," "no," or "uncertain" to questions regarding their students. From no school were there less than 82% returns with the total return equalling 93%. By using a chi-square analysis at the .05 level of confidence the number of knowledgeable replies, i.e., those which were "yes" or "no," among the three size categories were compared.

The hypotheses that other teachers as a source of student information would be adversely affected by increasing school size was strongly substantiated by the results. The hypothesis that information from parents diminishes as school size increases was not so strongly supported, however, where there were no significant differences in the number of knowledgeable replies, they consistently favored the smaller size category. Like information

from parents, information from cumulative folders was little affected by school size, however, those relationships that were significant did favor smaller size categories. Although the hypotheses stating that direct observation of students and their classroom achievement would be adversely affected by increasing school size were supported by a few significant comparisons, it must be concluded that these sources of pupil information were least affected by school size. To summarize, it can be concluded that between the schools of 1,600 and 2,100 enrollment, school size had little effect on sources of information. Teachers in schools of the 2,900 enrollment category showed a significant reduction in the amount of information gained through various sources.

This study implies that if a school district has the opportunity, it should limit its high school enrollment to 2,000 students. If a district is unable to limit its high school enrollment, then it must take specific measures to compensate for the size factor and its effect on faculty-student relationships. This study also indicates that in all three size categories there is a need for more basic knowledge of students by teachers.

103. Neff, Russell Charles. Nez Perce Education: A Study Of the Kamiah and Lapwai School Districts. University of Idaho, 1969. 168p. Director: Robert H. Shreve. 70-10,686.

The purpose of this study was (1) to determine the factors that cause the Nez Perce Indian students at all levels to have a relatively high dropout rate, (2) to determine the factors causing Nez Perce students to have less academic success in school than non-Indian students, and (3) to make recommendations to improve the educational programs of this bicultural society, thereby helping to eliminate the first two problems.

Statistical analysis in this study included the analysis of variance, using the Least Squares Maximum Likelihood General Purpose Program of Dr. Walter R. Harvey. Data was collected through interviews with 125 Indian parents, graduates, and dropouts; through sociograms developed for fifth graders, eighth graders and twelfth graders; and through the review of 198 school records, the law enforcement records, and the Nez Perce Tribal Roll.

1. There is evidence that there is a direct relationship between the achievement of the Nez Perce youth and the extent of education of the parent.

2. There is evidence that there is a direct relationship between the achievement of the Nez Perce youth and the amount of Nez Perce spoken in the home.

3. Evidence is not conclusive in this study as to the relationship between the achievement of the Nez Perce youth and the degree of Indian "blood" of the youth.

4. There is no relationship between the achievement of the Nez Perce youth and the lack of non-Indian friends.

104. Barnhardt, Raymond John. Qualitative Dimensions In the Teaching Of American Indian Children: A Descriptive Analysis Of the Schooling Environment In Three North Pacific Coast Indian Communities. University of Oregon, 1970. 152p. Adviser: Harry F. Wolcott. 71-10,689.

The purpose of this study is to make explicit some qualitative dimensions inherent in the teaching of American Indian children by describing the schooling environment and the teachers' interaction with that environment, within the context of three North Pacific Coast Indian communities and the four schools that serve these communities.

The study is concerned with explicating some of the sociocultural forces that are responsible for the failure of American schools to provide Indians with an adequate educational experience. The two questions most central to the study are "What is happening in schools attended by Indian children?" and "Why haven't schools been successful with Indian children?" The focus of the study is on the teacher since he is the central figure in the contact between the child and the school. The study is intended to be descriptive and exploratory, rather than experimental, and it is designed to raise significant questions rather than prove or disprove preconceived hypothetical statements. An underlying assumption about the usefulness of the study is that the greater the understanding of the parameters of the problem, the greater the possibility that proposed solutions will be realistic and viable.

The data utilized in the study were gathered under the auspices of the National Study of American Indian Education. The purpose of the field work was to gather systematic information on the current state of affairs regarding education in a cross-section of native American schools and communities. Five communities were studied in the Northwest and Alaska. Three communities, similar in size, geographic location, and ethnic composition were selected for the present study to represent a range of school-community interaction patterns.

The field team, consisting of the regional field director, the author, and the author's wife, lived for six to eight weeks in each of the three communities described. A set of interview and questionnaire instruments specially developed for the National Study was administered to students, parents, teachers, school administrators, and influential members of the communities. In addition, participant and non-participant observation techniques were employed to gain an understanding of the context within which various aspects of formal and informal education occurred.

The interview and questionnaire data were compiled and analyzed at the National level. However, since only the formal and systematic data were of use for comparison purposes at that level, much valuable less-formal data were left untouched. This study utilizes the informal data, supplemented by the formal, in an examination of the qualitative aspects of the problem, rather than the quantitative.

The study is presented through the development of three case studies, each representing an interweaving of the teachers' responses on the interviews and questionnaires, and the events and circumstances to which the responses pertain. Pertinent ethnographic data gathered by the research team are utilized to provide a concrete and coherent framework for examining the interrelationships between the teachers, students, and community, and thereby illustrate some of the qualitative dimensions of the problem of teaching American Indian children. The intent of the study is not to resolve the problem, but to bring it into clearer focus. The significance of the study is in the contextual approach it takes to examining the problem, therefore, there is no attempt to draw conclusions outside of the context of the cases themselves.

107. Del Gaudio, Jerome. A Study Of the Academic Achievement Of Pupils Exposed To Departmentalized and Non-Departmentalized Instruction In Grades Seven and Eight In Selected Inner City Elementary Schools In St. Louis, Missouri. St. Louis University, 1970. 136p. 71-21,379.

The purpose of this study was to determine any significant difference in the academic achievement of students exposed to departmentalized instruction in reading and arithmetic compared to the students exposed to non-departmentalized instruction at the seventh and eighth grade levels of inner city schools in St. Louis, Missouri. The results of the Iowa Basic Skills Test were used to determine the academic achievement scores.

This study encompassed one entire school district within one, large metropolitan public school system. Within this one inner city school district, there were thirteen elementary schools containing seventh and eighth grade levels. All were included in this study. Of the thirteen schools, six had departmentalized seventh and eighth grades, and seven had non-departmentalized seventh and eighth grades. Four hundred twenty-eight students were enrolled in the two groups being studied. Two hundred fifty-eight students comprised the departmentalized group and one hundred seventy students comprised the non-departmentalized group. One hundred thirty boys and one hundred twenty-eight girls comprised the departmentalized group; ninety boys and eighty girls comprised the non-departmentalized group. IQ's ranged from 79 to 119.

In May of 1966, all of the four hundred twenty-eight students were administered the Iowa Basic Skills Test. Their reading and arithmetic test scores were analyzed. At the end of the two year study in the spring of 1968, all four hundred twenty-eight students involved in this study were again administered the Iowa Basic Skills Test. Their test scores in Reading and arithmetic were again analyzed. The resulting gains and/or losses in academic achievement based upon the second test score were analyzed to determine the relative effectiveness of departmentalized and non-departmentalized instruction.

In reading achievement, the results of the two year study indicated that there was no significant difference between the students exposed to departmentalized instruction and those students exposed to non-departmentalized instruction. Achievement gains by sex were not significantly different in departmentalized reading, nor in non-departmentalized reading. There was a significant relationship between IQ and achievement in departmentalized reading. The relationship between IQ and achievement in non-departmentalized reading was also significant.

In arithmetic achievement, the results of the two year study indicated that there was no significant difference between the students exposed to departmentalized instruction and those students exposed to non-departmentalized instruction. No significant difference in achievement gains by sex in departmentalized arithmetic or in non-departmentalized arithmetic was found. The relationship between IQ and achievement was not a significant factor in departmentalized arithmetic instruction. In non-departmentalized arithmetic instruction, the relationship was significant.

The entire problem of effective program scheduling and curriculum organization at the upper grade levels of elementary schools requires much additional study before satisfactory solutions based upon solid research evidence are found.

The results of this investigation might take on additional meaning if similar studies were conducted in other localities, with different populations. If the schools are to fulfill their goals, much additional research is needed to determine the best plan of organization and the best types of program scheduling.

106. Bowden, Delbert Anton. Pupil Services For the Inner-City "House" School. Northwestern University, 1971. 101p. 71-30,747.

This descriptive study includes the design for a model program of pupil services for this nation's inner-city schools. Mounting numbers of unemployed high school dropouts demonstrate the faulty transition of our youth from school to work or other socially acceptable pursuits. Inner-city schools are characterized by a high dropout rate, a low average daily attendance rate, and a stress on college preparation curriculum with little opportunity for vocational preparation.

The house plan of school organization has been described as very effective for motivating students to stay in school. In this type of organization, a large comprehensive high school is divided into small sub-divisions, called houses. Students attend most of their classes within the house, and they become well known by the house faculty and student body. Because the house is part of a large school, however, the students have both the intimacy and encouragement of a small house plus the facilities and varied curricular offerings of a large high school. The body of house literature is thoroughly covered and pupil services within the

house plan of school organization are reported in detail.

In this model program, pupil services are offered primarily through guides; homeroom teachers with a reduced teaching load who are free for half of each day to become acquainted with and to help a group of 100 students. A counselor in each house is the pupil services specialist and counselor for students in need of these services.

This model program of pupil services for an inner-city school includes those services recommended by the Chicago Bureau of Pupil Personnel Services and the American School Counselor Association, and which conform to selected regional, state and county guidelines from across the United States. An inspection of the comparisons between the model program and the various guidelines reveals certain differences which reflect consideration of conditions and problems peculiar to the inner-city. Some specific differences touch on pupil appraisal, diagnostic testing, work experience, vocational preparation and transition from school to work.

The concluding discussion includes exploration of some implications for staffing, ability grouping, student motivation, vocational experience and student placement. Recommendations are made for continuing evaluation and experimentation in the field of inner-city pupil services.

Although local Chicago criticism and guidelines are prominent in the discussions and conclusions of this study, the model program of pupil services has potential utility for any metropolitan area; including inner-cities of the United States and the emerging comprehensive state schools of Europe.

107. English, Thomas Elmer. A Study Of the Organizational Climates In Peripheral and Inner-City Schools In A Metropolitan Area. Oklahoma State University, 1972. 81p. 73-15,105.

Organizational climate as used in this study is concerned with teacher-teacher and teacher-principal interactions. But, inasmuch as the school cannot operate "as from a lofty pinnacle," there could possibly be other factors in the social pattern which might affect school climate. There can be little doubt that organizational climate is established as a relevant concept in the study of organizations. Many authors have claimed that the climate is to the organization what personality is to the individual.

Four hypotheses served as a guide for the study: H.1. Schools located in the inner-city will be relatively more closed in climate than schools located in the peripheral area of the city. H.2. Teachers serving in relatively open schools will perceive, in a significantly different manner, the eight subtests of the OCDQ, compared with teachers serving in relatively closed schools. H.3. Principals, serving in both relatively open and relatively closed schools, will perceive the eight subtests of the OCDQ in a significantly different manner than do members of their staff. H.4. Teachers serving in relatively open schools will

differ significantly from teachers serving in relatively closed schools when compared on the basis of educational attainment, age, size of classes taught, years taught, and years taught under present principal.

The Organizational Climate Description Questionnaire[1] was administered to teachers and principals in thirty elementary schools in a metropolitan school system. The climate of a school was defined by the pattern of scores on the eight OCDQ subtests for that school. Classification of a school's climate with respect to the six prototypic profiles was determined by computing a similarity score between the school's profile and each of the prototypic profiles. The similarity score was obtained by computing the absolute difference between each subtest score in the school's profile and the corresponding score in the prototypic profile. After summing the results of each prototypic profile, the lowest similarity score indicated the climate classification. Those schools having the lowest similarity in the Open, Autonomous, or Controlled climate classification categories were classified as Relatively Open while those having the lowest similarity score in the Paternal, Familiar, or Closed Climate classification categories were classified as Relatively Closed.

Based on the data from the study, the following conclusions were drawn: (1) Schools located in the inner-city were relatively more closed in climate than schools located in the peripheral area of the city. (2) When compared on the basis on their perception of the eight subtests of the OCDQ, teachers serving in relatively open schools differed significantly from teachers serving in closed schools in their perception of seven of the subtests. Teachers serving in both locations perceived the subtest Hindrance similarly. (3) Principals and teachers serving in relatively open schools perceived all eight of the subtests of the OCDQ similarly. However, when principals and teachers in relatively closed climate schools were compared on the basis of their perception of the eight subtests, they differed significantly in the manner in which they perceived Hindrance, Espirit, Aloofness, and Consideration. (4) Teachers serving in relatively closed schools were found to have attained a significantly higher educational level than teachers serving in relatively open schools. (5) Teachers serving in relatively closed schools were significantly older, had taught longer, and had served longer under the present building principal than their counterparts serving in peripheral schools. (6) Classes to which inner-city teachers were assigned were found to be significantly larger than classes assigned to teachers in the peripheral area of the city.

---

1. Andrew W. Halpin, Theory and Research in Administration (New York, 1966), p. 207.

108. Harrison, Jo-Ann Schonfeld. Classroom Environments and Race Relations In An Urban High School. The University of Michigan, 1972. 334p. Chairman: William Cave. 72-29,079.

This study examines the impact of the intergroup contact conditions and social structure of high school classes on race relations among students by comparing the effects of conditions in a cross section of classes in a racially balanced high school. Secondly, it evaluates whether changing class conditions can improve race relations by analyzing the consequences of initiating a Human Relations course designed to change the nature of students' race relations.

A random sample of classes was systematica'ly observed using an observation checklist and an interaction analysis system. Then, a purposive sample consisting of five classes representing the range of variation of the random sample and the two Human Relations classes was studied intensively through observation, interaction analysis of live tape recordings of class dialogue, sociometric questionnaires and interviews with students and teachers. All these research instruments were developed specifically for this study, but were based on the work of Borgatta, Bales, Flanders and Moreno. The interaction analysis provided the measures of classroom environments while the sociometric questionnaire measured the race relations in classes.

Regression analysis revealed the impact of class characteristics on students' race relations. The analysis showed that there is less racial cleavage on classes which devote more of their time to discussions of opinions and feelings, which also have a positive social climate (more expressions of social approval than disapproval) where the teacher spends more time directing and lecturing and an equal amount of time talking to black and white students. Correlations upon which this analysis was based also indicated that the amount of time the teacher spends directing and talking to black students compared to white students seem to be the strongest determinants of students' race relations.

Although these findings may have limited generalizability, they have important theoretical and practical implications. Social psychological literature on intergroup contacts states the importance of six conditions for lessening prejudice. These findings suggest that only three of these conditions, attitude sharing, opportunities for the development of self-esteen and support of authorities, lessen racial cleavage in classes. Secondly, the analysis shows that classroom environments that encourage racial cleavage, discourage racial cleavage and encourage interracial acceptance can be differentiated by their intergroup contact conditions, patterns of student-teacher interaction and the behavior and attitudes of their teachers.

This study also found that Human Relations classes are only successful if they develop the necessary class conditions for promoting interracial acceptance. Yet, even when these conditions are

developed, Human Relations classes may still have limited influence on students' racial attitudes and behavior outside of the classroom if they are isolated from other social settings and have to compete with more potent forces in the school and community which maintain racial cleavage such as adolescent peer groups.

109. Henderson, Ronald Davis. A Comparative Analysis Of Social-Psychological School Climate Variables In White and Black Elementary Schools With Socio-Economic Status and Achievement Controlled. Michigan State University, 1972. 168p. 73-5398.

The purpose of this study was to measure the difference between school climate in Black and White elementary schools. Of specific interest to this study was the extent to which school climate could possible contribute to the achievement differential between White and Black elementary schools of similar socio-economic status and achievement. School climate within the context of this study was operationalized as a social-psychological (self-other) construct with the following components; Reported Teacher Press for Competition or Individual Performance (TEACHER-PRESS-COMP), Importance of Student Self-Identity or Role (STUDENT ID), Academic Norms of the School (NORMS), Sense of Control (SEN-CON), Self Concept of Academic Ability (SELF-CONCEPT AA), Perceived Friend Evaluations and Expectations (P-FRIEND-EE), Perceived Teacher Evaluations and Expectations (P-TEACHER-EE), Perceived Parent Expectations and Evaluations (P-PARENT-EE), Perceived Principal Expectations and Evaluations (P-PRINCIPAL-EE), and Reported Student Press for Competition or Individual Performance (STUDENT-PRESS-COMP).

Ten white and six black elementary schools (fourth, fifth, and sixth grades) were selected in a non-random manner to fill an eight cell completely crossed design stratified by race, socio-economic status, and achievement level. The sample population was 1,319 students in whte schools and 1,425 students in black schools. A school was designated white or black when there was a seventy percent majority for either race. Achievement level was high or low with the approximate determinint factor being whether a school's mean achievement score was above or below the fiftieth percentile, respectively on the Michigan State Assessment test. Socio-economic status of a school was high or low with a socio-economic score of forty-nine being the approximate benchmark for separation between the levels. Specific demarcation levels for socio-economic status and achievement levels were not possible due to the quasi-comparability of the White and Black schools.

Students were administered a questionnaire consisting of scales designed to measure the components of school climate. The statistical hypotheses were tested by using the multivariate analysis procedure; and, the probability level selected for rejecting the null hypothesis was at the .10 alpha level.

Comparative analysis of the White and Black elementary schools with socio-economic status and achievement controlled supported the following conclusions:

1. White elementary schools have higher mean Sense of Control scale scores than Black elementary schools.
2. Black elementary schools have higher mean Self-Concept of Academic Ability scale scores than White elementary schools.
3. Black elementary schools have higher mean Perceived Friend Expectation and Evaluation scale scores than White elementary schools.
4. Black elementary schools have higher mean Perceived Teacher Expectation and Evaluation scale scores than White elementary schools.
5. Black elementary schools have higher mean Reported Teacher Press for Competition or Individual Performance scale scores than White elementary schools.

The following tenable implications were derived from the conclusions:

1. Sense of control is a crucial factor in facilitating academic performance in poor and/or minority schools. Strategies to enhance the development of this social-psychological mindset within elementary schools should improve achievement.
2. The higher Self-Concept of Academic Ability in Black schools may be a function of segregation. The scores of Black students may result from the fact that their reference groups are primarily racially isolated.
3. Peers are an essential aspect of the school climate, especially in Black schools. Indication is that peer group norms operate against academic achievement in most poor and/or minority groups. Perhaps peer groups can be manipulated to enhance academic achievement.
4. The data alluded to the fact that teachers may have a greater impact in Black schools. Students may perceive a teacher as loving, kind, and paternal, who in actuality, has very low performance expectations for them compared to national norms. This has a crucial impact in Black elementary schools.
5. Intensive competition is structured and fostered by the teachers; however, the modus operandi may be different in Black and White schools. The greater majority of the students in white schools are expected to succeed; thus, the competition is not so pronounced. Only a selected few ("the chosen ones") in black schools, however, are expected to succeed. This is somewhat a "creaming off" and "cooling out" process.
6. A different school climate (configuration of social-psychological variables) may manifest itself within the Black and White elementary schools of similar socio-economic status and achievement. It this is true, the school climate must be altered accordingly to provide a more optimal environment for academic success.

110. Kean, Michael Henry. Student Unrest and Crisis: The Response Of An Urban Educational System. The Ohio State University, 1972. 357p. Adviser: Professor Donald P. Sanders. 72-20,972.

The problem considered in this study centered around the examination and description of how a large urban school system responds to crisis generated by student unrest. The purpose was to test the notion that crisis, under certain management conditions, may result in positive change or development.

The problem was divided into two parts, the first of which was to examine, over a period of years, instances of student unrest and the response of an educational system to these occurrences. The school system utilized throughout the study was the School District of Philadelphia. The first part served as a historical macro-view of the system to test the hypothesis that crisis situations may lead to development. The second part analyzed a single, recent major system crisis (micro-view) related to student unrest, in order to determine and examine the inputs available during the crisis, the process by which they were utilized, and the outputs which resulted.

The methodology employed may be characterized as a case study technique used as a piece of action research. A historical over-view of the system's response to student unrest, as well as a detailed case study of a recent major system crisis linked to student unrest were included. A taxonomy was developed for categorizing the inputs available during the crisis examined in the second part, as was a means of viewing the process and outputs.

The first part resulted in the identification of six areas of change which followed instances of student unrest. In addition, it was found that three types of student unrest were prevalent during particular chronological periods-isolated students, gang activity, and organized dissent. Further, it was found that the changing racial composition of the city and its public schools during the past decade was related to the frequency and severity of student unrest.

The major hypothesis upon which the study was predicated-that under certain management conditions, crisis may result in educational development-seems to have held true. This may be attributed to the fact that during the major crisis studied, the Superintendent functioned not as a traditional, maintenance-oriented administrator, but as one who was able to identify problems, evaluate the context in which they existed, and pursue rational solutions to such problems. The process employed by the Superintendent of Schools in dealing with the crisis situation indicated a systems approach, a development orientation, and an understanding of crisis management.

112. Marshall, Daniel Winston. Classroom Climate As Related To Alienation, Attitude Toward School, and Achievement Motivation Among Oglala Sioux Pupils. University of Denver, 1972. 221p. 72-28,315.

Approximately 10,000 Sioux Indians live on the Pine Ridge reservation located in southwestern South Dakota. All levels of analysis indicate they are a people caught in the midst of extreme cultural, psychological, and social stress. Findings by Spika have related alienation and affiliated psychological concepts with the problematic areas of Indian life in general. Speculation has been made on the impact of teacher influence and classroom atmosphere upon the alienation, achievement motivation, and attitudes toward the school of these Oglala Sioux pupils. Thus, the critical necessity of determining operant causal relationships between these factors became evident. It was to this problem that the present research was addressed.

The seventh and eighth grades of five Bureau of Indian Affairs schools primarily having one teacher in contact with the pupils were used to examine the potential causal relationship just posited. Hough's Observational System for Instructional Analysis with slight modifications was used to ascertain classroom climates. Spika's paper and pencil instrument was used to measure the psychological factors of alienation, achievement motivation, and attitude toward school. The problem was approached by relating mean scores determined for each psychological variable across all students in each classroom with the classroom climate indicators. The sample included 192 pupils taught by seven teachers.

It was hypothesized in general that the indirect method of teaching would be met with reduced levels of alienation, greater achievement motivation, and more positive attitudes toward the school. Twenty specific hypotheses were laid down organizing the experimental framework along the lines of Hough's classroom climate categories.

Not all specific hypotheses found support but salient among the findings were the intense manifestations of alienation, low motivation, and dislike of the school related with the use of narrow recall questions or situations demanding student response to such questions. Supportive results were obtained in the strong rejection shown toward short length opportunities for silence and contemplation immediately following teacher questions. Interpretation concludes that the Indian child is highly resistant to any situation which will personally expose or draw attention to individual deficiency. Therefore it is recommended that the short narrow question-answer pattern in teaching be put aside and used sparingly only after due consideration of curricula content and applicability.

In line with this recommendation and supportive of the logic leading to it are the findings surrounding the use of corrective feedback. Here again students demonstrated their resistance to intellectual minimization.

Significantly, it was indicated that if these students came to initiate questions and idea consideration, feelings that the school is useful increased. The general pattern appeared to be one supportive of increased indirect teacher influence leading to non-incriminating silent study and contemplation. Therefore, this research leads to the recommendation that the emphasis of the school be to encourage student wonder or inquisitiveness.

113. Sexton, Michael Joseph. Who Is the School: A Photographic Profile Of the Organizational Climate Of An Inner-City School. The University of Iowa, 1972. 124p. Supervisor: Professor William G. Monahan. 72-26,736.

The essential purpose of this thesis was to explore the potential of using photography as a means of characterizing an organizational climated school.

Such a study as this may seem somewhat unusual for a thesis in educational administration; however, it was a consequence of two major thrusts which have characterized certain aspects of the study of educational administration in recent years.

The first of these thrusts was alluded to in the first paragraph above and is concerned with the important concept of organizational climate. During most of the history of the professionalization of educational administration, the pervasive orientation to research and analysis has been decidedly empirical. The underlying premise for much of the methodological patterns of study in the field implicitly assumed that management is more science than art-at least, study and research emphasized this assumption. As a consequence, attempts to deal with the school organization in behavioral and human relations terms were predicated on empirical bases and were pursued rationalistically. The most ambitious attempt to deal with the organizational climate of educational organizations was the work of Andrew Halpin and his development of the Organizational Climate Description Questionnaire (OCDQ). This was a notable effort and subsequent work has validated the usefulness of Halpin's theoretical and methodological contributions.

But as was suggested previously, administration-though generally treated in research and study as science-is clearly sometimes artful activity as well. Unfortunately, the art of administration has received very little systematic analysis.

The second thrust is a consequence of recent interest by students of educational administration in the application of content from the arts and humanities. Therefore this project constitutes a kind of fusion of these two interests-organizational climate on the one hand, and the application of artful analysis on the other.

The result is the pictoral essay which these photographs of an inner-city school portray. The school is reasonably represen-

tative of a better inner-city school; it is located in Denver, Colorado. The writer taught in this junior high school for one year in order to pursue the project. The study was conducted with a sincere attempt to deal with phenomena honestly and staff in the school were informed on the exact nature and purposes of the study. Neither flash nor strobe was ever used in taking the photographs to assure as little disruption of the general environment as possible. At no time was there any indication on the part of anyone in the school that the use of the camera interfered with the on-going functions of the school.

In all, more than 3000 shots were made. These were then sorted and assigned to "themes," each of which concerns some particular aspect of the school culture. There are twenty-seven themes; there are no captions in the typical sense, but certain quotations and comments are employed to complement and augment the photographic message. Any viewer must be his own judge of the type of organizational climate depicted, but that there is a "feeling" in this essay which representa an organizational climate seems clearly established.

School Organization
History and Law

114. Howard, James Milo. A Comparison Of the School Expectations Of White and Black Primary Students From Disadvantaged Areas. University of Oregon, 1970. 103p. Adviser: Mildred C. Robeck. 71-1321.

They hypothesis of the study was that black and white children from comparative disadvantaged areas have similar and significant opinions about the function of the school and the teacher. A secondary purpose of the study was to determine how disadvantaged primary children view the function of the school and the tasks of the teacher.

A series of questions were designed to gather data on the following topics: (1) Why do you think that parents want their children to go to school? (2) What do parents want their children to do at school in order to be smart, to be educated, to learn etc? (3) Rank which subjects are the most important for you to learn or for the teacher to teach. (4) Do you think it should be necessary for you to go to school? If yes, why? If no, why? (5) What do you feel is not important or the least important thing you do at school? (6) What teacher or school practices are not important or what do teachers do that they shouldn't? (7) What is a teacher's most important role in the classroom? Or, what is he or she to be in the classroom for? (8) Do you think that teachers do the things in the classroom they are supposed to?

The data were secured through counselor's interviews with each child. Chi square of independence, chi square of equal occurrence, and rank difference correlation were used to process the data.

The analysis consisted of eight parts. In five parts the racial groups had similar school expectations and in three parts they had different school expectations. The most important question of the test instrument dealt with what the students thought were the most important subjects. A correlation of .83 was found between racial groups, which was significantly similar. It was therefore concluded that disadvantaged primary black and white students from comparative disadvantaged areas have similar values regarding school subjects.

Most of the disadvantaged white and black children in this sample said that parents send children to school primarily to learn arithmetic, reading, spelling, and writing. That children believe this is not surprising, for the teaching of the so-called three R's plus spelling, had been a traditional function of the school.

When stating their own opinion in contrast to their view of parental opinion, they again said that school is primarily for learning the three R's, plus spelling. That children should also value the basic skills is not surprising because of the influence

of the home on the values held by young children.

Over 95 percent of the children were critical of some aspect of the school program. Both black and white children were most critical of recess, games, and play as valuable school activities. Many of them suggested that these things can be done at home.

Five expectations regarding school were similar in black and white children: (1) Most children in this thesis felt that their parents send them to school to learn. (2) Both groups of students in this study valued, as the most important subjects, math, reading, spelling, and writing in that order. (3) The pupils in this investigation felt that they should have to go to school. (4) Most children in this study felt that a teacher was in the classroom to teach. (5) Both groups of students felt that teachers perform their duties adequately.

Three expectations regarding school were dissimilar in black and white children: (1) Eighty-one per cent of the white children felt that their parents expected them to learn by listening, paying attention, or working, while sixty-one per cent of the black children responded this way. (2) When asked the question, "What is the least important thing you do at school?", sixty per cent of the black children responded recess, play and games while eighty-nine per cent of the white children gave these responses. (3) Forty-one per cent of the black children stated that teachers use too much verbal and corporal punishment and eighty-five per cent of the white children responded the same.

115. Fischbacher, Theodore. A Study Of the Role Of the Federal Government In the Education Of the American Indian. Arizona State University, 1967. 534p. 67-12,643.

This study of the role of the Federal Government in the education of the American Indian centers on data affecting educational legislation drawn primarily from official, Federal records. Following a review of the Colonial Era, the development of Indian education is traced through five periods of the National Era, each period characterized by a dominant Federal policy. A common approach is adopted to the study of the successive periods: first, the socio-political context of the period is reviewed: second, the educational legislation of the period is set forth; third, the manner in which the laws were implemented in particular or in general is described. The writer concludes that a single purpose underlies the varying Federal policies and educational legislation, namely to prepare the Indians for full assimilation into the body politic of the United States, and that the Government is presently employing effective educational means to help them adjust to the dominant culture.

116. Hoyt, Milton. Development Of Education Among the Southern Utes (An Examination Of Federal Policies and Actual Practices). University of Colorado, 1967. 508p. Supervisor: Professor Mehdi Nakosteen. 68-2663.

This study is an historical survey of educational policies, practices and procedures which have been adopted by the Federal government to bring about acculturation and assimilation of the American Indian. The central objective has been to compile and document available information pertaining to the federal Indian educational program and to evaluate its effectiveness in the lives of the Southern Ute tribal members.

Official documents have been surveyed in order to obtain authoritative statements and Congressional enactments designed to establish an educational program for these native Americans. Data pertaining to Southern Ute education and acculturation from the Tri-Ethnic Reseach Project Center, Institute of Behavioral Science, University of Colorado, have been utilized to evaluate the effectiveness of these educational developments.

Eventual assimilation has been the objective of governing authorities from the earliest colonial charter to the present. Confidence has been expressed that the "barbarous savages" could ultimately be brought to espouse the "civilized" way of life. Programs have been devised with little regard for traditional customs and values of the aborigines.

Throughout the colonial era and the national period to 1875, Indian education depended almost wholly upon philanthropic and missionary societies. Meager federal appropriations for civilization of the Indians were distributed among these organizations. The schools were usually one room day schools or small boarding schools. The curriculum revolved around the "rudiments of literature" and learning the techniques of farming. Following the establishment of the Carlisle school in 1875, federal training, boarding and day schools developed rapidly. Public school officials were invited to accept Indian children in 1890 and federal support was withdrawn from the mission schools in 1900.

Agricultural and mechanical training for boys and homemaking for girls have occupied a central position in the curriculum of federal Indian schools. Emphasis upon higher education has been limited to the preparation of leadership for the "home" community rather than the arts or professions.

When compared to the Indians' relative position prior to contact with Europeans, his acculturation could be termed successful. Southern Utes, with the exception of the oldest members of the tribe, have achieved literacy in the English language. The increase in general educational achievement has kept pace with other segments of the society.

Many Indians, although technically citizens, have not reached "full" citizenship status. Taxation, tribal rules and regulations,

councils and courts have tended to shield these people from the general economic, social and political community. Poverty has been the rule among these native inhabitants. Educational institutions devised for their edification have been relatively inadequate. Fluctuating political control, encouraged by our system of government, has created many inconsistencies in both theoretical and financial arrangements.

Interpersonal relationships have been primarily negative. The philanthropist has designed educational opportunities with the welfare of the Indian uppermost in his thinking. The opportunist--the Indians constant examplar of "civilized" man--has done much to destroy the effectiveness of federal programs.

Three areas of responsibility should be recognized. First, the Indian should realize that he alone can make the alterations of habits, values, and behavioral patterns necessary for acculturation and complete participation in the society around him. Second, every American citizen should understand that acceptance is a two-way street. So long as others reject the Indian as unequal, there cannot be equality of opportunity, responsibility, of enjoyment of "life, liberty and the pursuit of happiness." Third, federal officials, including Congressmen, should recognize that the problem will be solved only upon the application of intelligent reasoning and sufficient financing to bring about the goals envisioned.

117. Stull, James Clyde. Seminole Rejection Of American Education. The University of Toledo, 1967. 191p. Adviser: David Z. Tavel. 67-10,690.

Living today in the Everglades and Lake Okeechobee regions of Florida are over 1000 Seminole Indians, descendants of some 300 who managed to escape the ravages of three nineteenth century wars and nearly fifty years of American removal tactics.

Throughout the past century Americans affiliated with various organizations have provided educational facilities and encouraged the Seminoles to send their children to school. For eighty years, however, these Indians almost totally refused to accept any type of American formal education. It was not until the late 1940's that Seminole children began attending schools.

The purpose of this investigation was to find out why the Florida Seminoles were reluctant to adopt American formal education. The basic methods used to secure relevant data were personal direct observation and interviews, supplemented by correspondence and analysis both of appropriate government documents and the writings of those persons who have had direct contact with the Florida Seminoles.

The findings indicate that two factors - one historical, the other cultural - were of major influence on the growth of Seminole opposition to American formal education. Historically the contacts between the white American and the Seminole were violent in nature.

The evidence indicates that this violent intercultural relationship contributed to the growth of Seminole animosity toward the white man, and this animosity was a most influential factor in Seminole reluctance to accept American schooling. A second contributing factor has consisted of profound cultural differences. Seminole culture is characterized by an orientation to the present, with a loosely defined sense of time, little habituation to hard work, and little emphasis on economic saving. These points in addition to more obvious factors such as linguistic and religious differences have made it difficult for the Seminoles to feel any need for the American type of formal education.

The development of Florida in the years preceding World War II drastically altered the physical environment of the Seminole, and rendered the old ways completely incapable of providing for his subsistence. Forced to seek new solutions, he began to make contact with American society. He is coming to accept aspects of American culture, and as he begins to sense a need for formal education, he is becoming less opposed to having his children attend school.

118. Doan, Robert Lee. A Categorically Annotated Bibliography and Synthesized Report Of Research Findings Concerning the Elementary Education Of Disadvantaged Youth. Ball State University, 1968. 121p. Advisor: George Mascho. 69-4191.

This study was undertaken so that recent findings in educational research concerning elementary education for disadvantaged youth would be easily available in condensed form. The research reports that were presented were selected from the Educational Research Information Center.

The enactment of the Elementary and Secondary Education Act of 1965 authorized the Educational Research Information Center of the United States Office of Education to improve the availability of educational information concerning the disadvantaged.

Authorities of the Educational Research Information Center contacted local and state school authorities in order to locate programs already in progress, which were designed to meet special educational needs. This center obtained documents related to educational programs for disadvantaged children from the Office of Education, Harvard University, Yeshiva University, The Southern Educational Reporting Service, California's Instructional Technology and Media Project, Adams State College, The New York State Department of Education and twenty-three local programs selected for study by the Educational Research Information Center.

The Educational Research Information Center authorities selected 1,740 documents for dissemination to the fifty state departments, one hundred large school systems, and five hundred medium sized school systems. This, however, did not provide classroom teachers with the information revealed through previous program and research studies.

To determine which of the 1,740 studies would be most useful to teachers, the writer chose a panel of educators who selected categories which they deemed important. The panel members, selected because of their experience in the area of elementary education for disadvantaged children, were Dr. Mildred Fischle, Dr. Larry Perkins, Dr. Helen Sornson, Dr. Muriel Crosby, Dr. Everett Sauter, and Miss Edwina Meyers.

A synthesis of the categorical suggestions offered by the panel members produced the following categories: (1) Administration and Organization, (2) The Child, (3) Concept Development, (4) Multicultural Aspects, (5) Parental and Community Involvement, (6) Reading, and (7) Teacher Education.

Once the seven categories were established, the writer obtained research reports concerning each of the seven categories from ERIC and screened the studies in order to eliminate duplication and to select those most useful for teachers. The representative studies were then annotated within their respective categories. A synthesis report of each category was presented to offer an overview of the research findings. Interpretations and recommendations, based on the selected studies, were then presented concerning the elementary education of disadvantaged youth.

The recommendations for consideration when developing educational opportunities for disadvantaged children are:

1. Professional personnel in addition to classroom teachers should be utilized in elementary schools serving disadvantaged children.
2. De facto segregation should be eliminated through careful planning of new school locations and redistricting of existing boundaries.
3. Young children should be given special attention in the areas of listening skills, language development, and motor development.
4. Teachers should be proficient in utilizing a variety of approaches in reading instruction in order to meet the various learning styles of children.
5. After-school programs should be developed to aid children with their problems, both academic and social.
6. Teacher training institutions should provide programs designed especially for students preparing to work with disadvantaged children.
7. Inservice programs should be provided to stimulate the efforts of teachers in the field. Programs for teachers should be specific in nature and be concerned with the immediate school and community.
8. Special effort should be made to match teachers' instructional styles with children's learning styles.
9. Teachers should become aware of family patterns and living styles of the ethnic groups with whom they work, but care should be taken to avoid stereotyping children.
10. Special programs should be provided for children who use English as a second language.
11. Parents and neighbors of the school community should be included in school programs.

119. Reardon, Thomas Francis. The Perceived Educational Effect On Selected Secondary Schools Of Connecticut Of Title I Of the Elementary and Secondary Education Act of 1965 (P.L. 89-10) and the State Act Concerning Aid For Disadvantaged Children (P.A. 523). Columbia University, 1968. 126p. Project Sponsor: Dr. David B. Austin. 69-10,550.

Stimulated by the general acknowledgement of the need, the State of Connecticut and the Federal Government made funds available to individual communities in Connecticut to introduce and improve programs for educationally disadvantaged children. The intention of this study is to determine the educational impact that The State Act Concerning Aid For Disadvantaged Children (P.A. 523) and Title I of The Elementary and Secondary Education Act of 1965 (P.L. 89-10) have had, as of September 1966, on the public senior high school educational programs in the seven Connecticut cities, population of each of which was more than 50,000 according to the 1960 United States Census and who qualified for and utilized funds. These cities are Meriden, Waterbury, Hartford, New Britain, Stamford and West Hartford. The study also attempts to discover what specific programs for culturally deprived students have been developed in the public senior high schools of these cities.

The following procedures were employed to obtain information and material to evaluate the program: 1. Analysis of literature from Connecticut State Department of Education in relation to P.L. 523 and Title I. 2. Consultation with appropriate members of Connecticut State Department of Education. 3. Development of interview guide. 4. Interviews with persons responsible for program in particular schools. 5. Synthesis, analysis and evaluation of all material collected.

A detailed description of the educational projects implemented in each city with funds available from Title I and P.L. 523 is provided with a brief background of the city. After the first year, the cities involved attempted to evaluate their progress and five cities formulated an analysis while West Hartford and New Britain were unable to complete their evaluation because of difficulties in implementation.

All the cities involved in the study recognized a similar pattern of deficiency in reading, language, mathematical and attitudinal skills and guidance for disadvantaged students. They concurred that there must be a reassessment of all the teaching and administrative procedures traditionally utilized in educating deprived youths. The necessity of a remedial school program and small group, or individual tutoring was emphasized. The cities also stressed the primary importance of a teacher who respects disadvantaged youngsters.

The five cities that were able to successfully implement their projects for the 1966 fiscal year indicated that responsible authorities felt the most successful aspects of their programs were the progress that educationally disadvantaged students achieved in improvement of reading skills, basic subject

skills, language art skills, oral language, behavioral and attitudinal skills and computational skills. There were some indications that programs directed toward potential dropouts on senior high school level were successful.

From an analysis of all the material collected, (interviews with persons in the schools implementing programs, the completed interview guides as well as literature from the Connecticut State Department of Education and consultation with members of this department), certain reasoned judgments were formed concerning effective educational programs for disadvantaged high school youth. Among the recommendations made were the need for realistic classroom techniques and curricula, community involvement in the program, the development of positive attitudes and student participation in formulating the program. Characteristics of successful teachers of educationally disadvantaged youth are noted, and the pivotal significance of the teacher in such a program reiterated. Personalization of the program, community involvement and the use of audio-visual and multi-media resources are discussed.

The study seems to indicate that the Connecticut cities implementing programs for disadvantaged students have started to provide these youth with the same opportunity as the rest of the secondary school population to develop his capabilities and become a productive member of society.

120. Darnell, Frank. Alaska's Dual Federal-State School System: A History and Descriptive Analysis. Wayne State University, 1970. 451p. Adviser: Lynn N. Nicholas. 71-396.

The rural schools of Alaska, serving the indigenous population of the state, constitute a dual system of education. The Alaska State Department of Education acts as the administrative agency responsible for programs in 100 rural Alaskan village schools; the Bureau of Indian Affairs of the United States Department of Interior administers schools in 73 villages in rural Alaska. The desirability of this arrangement has been increasingly questioned, and a merger of the two systems has been proposed but never carried out. An historical study that traced the development of the dual system from the time Alaska was purchased by the United States to the present and a descriptive analysis of selected elements of the current administrative structure of the system were made to identify and describe the factors and issues that need to be considered in the event a merger of the two systems is carried out.

Methodology of the study included standard historiographic techniques with emphasis on content analysis and historical criticism. The descriptive analysis was concentrated on administrative structure that currently exists in the dual system of Alaskan rural education. Sources of data consisted of primary material from the files of government agencies, government document depositories, historical libraries, and interviews

with persons responsible for rural education in Alaska. Data was evaluated for validity, accuracy, importance and relationship to the study, and cataloged for eventual inclusion in the report.

Special problems in establishing effective educational programs are created by the physical and cultural environment of rural Alaska. Traditional educational programs of the contiguous United States, when transplanted to rural Alaska, have been inappropriate and ineffective. Ever since Alaska was acquired by the United States, educational policies for rural Alaska have been determined on the premise that members of the dominant "Western" society know what is best for Alaskan Natives without involving Natives in the decision-making process. Educational policies have vacillated between establishing means for programs that encourage Native culture and programs that lead to cultural assimilation. The level of educational attainment and achievement by Alaskan Natives is appreciably lower than other groups in the United States.

The existing administrative structure of the BIA and State-Operated Schools do not permit leadership potential of persons at the lower levels of operation to emerge, and the Alaskan Native people are denied an effective voice in determining educational goals and policies. There is little legal basis for BIA operations in Alaska; but because of increased financial support that would be required of the state to operate schools presently administered by the BIA, merger has been continuously delayed by the state. The BIA has not voluntarily withdrawn from rural Alaskan education because of a declared responsibility of the federal government to improve Indian education in the nation as a whole.

Conditions now favor a merger of the two systems. Because of the sophisticated nature of the Native population now developing and the changing social and economic climate in Alaska, it is possible for the existing dual system of education to merge into one system with provisions for strong Native involvement. A single system of rural Alaskan education with realistic controls by the Native people has the potential to permit a higher level of Native self-determination, self-confidence, and educational achievement than has previously been possible.

121. Abraham, Cleo. Protests and Expedients In Response To Failures In Urban Education: A Study Of New Haven, 1950-1970. University of Massachusetts, 1971. 178p. Supervisor: Dr. Robert L. Woodbury. 71-25,423.

A modern industrial city such as New Haven, Connecticut has had to cope with major changes in economic and social conditions in order to provide adequate public services. The key for fostering a sense of community development and participation is the schools; and nowhere has the failure of urban life been more evident than in the failure of city schools to educate Black and poor children.

New Haven reacted with imaginative vigor to counteract the decline of commerce and industry in the central city.

Federally funded highways, new shopping centers and office buildings on urban renewal land have helped rebuild the downtown. But the emphasis upon the physical side of a model city has only revealed the city's failure of educational and economic opportunity for powerless Black and poor residents.

New Haven has rebuilt its downtown area with a shopping center and high rise office buildings. Further, it has become a model city as far as urban renewal, but in the field of education and economic development among the powerless Blacks and poor, it has failed to make changes in their lives and hope for their children's future.

New Haven has experienced the problems of inner-city mobility and southern in-migration as any other large urban city in America. The schools have undergone major changes as a result of demographic shifts. The result has been that inner-city school populations have increasingly become non-white. White populations shifting to the suburbs have brought about racial in-balance in the inner-city schools in spite of urban renewal and community action programs.

The failure of New Haven's public school system to provide a meaningful and valuable education for Blacks has kept a barrier on employment and educational advancement. The dissatisfaction of Blacks with state motivated protests and violence during the 60's has resulted in the reorganization of the school system.

Redevelopment and the denial of job opportunities can be labeled as a result of the disorder that occurred in New Haven during the 60's.

The recent overt expressions by inner-city residents of their dissatisfaction with the school system indicates that many Blacks are changing their roles to a significant level of activism.

122. Funderburk, Henry Moser. A Study Of Certain Aspects Of the Reading Programs In North Carolina Provided For By Title I Of the Elementary and Secondary Education Act During the 1971-72 School Year. University of North Carolina at Chapel Hill, 1972. 195p. Supervisor: Dr. Annie Lee Jones. 73-4825.

American affluence has not been able to eliminate reading failure in the schools nor reading deficiencies of illiterate adults. The federal government has recognized the problem of illiteracy in the nation and has begun to consider reading instruction a matter of high national priority. Since illiteracy is highly correlated with poverty, special federal programs have been instituted to raise literacy levels of disadvantaged people. ESEA Title I allocated $17 million in North Carolina for Reading programs during the 1971-1972 school year.

The purpose of this study was to examine specified aspects of ESEA Title I elementary Reading programs in North Carolina during the 1971-1972 school year. Aspects of the programs to be examined included: their organization and administration; the personnel involved; the pupils and their instruction; and program evaluation.

This study involved two populations. The first population consisted of the 128 local Title I directors in North Carolina who had Title I elementary reading programs in their school systems during the 1971-72 school year. This total population was surveyed in the study. Responses were obtained from 127 directors -- a return of 99.2 percent. The second population involved the 703 Title I elementary reading teachers who were identified by the local Title I directors in the study. A random sample of two hundred of these teachers was surveyed in the study. Seventy-seven percent (154) of the teacher questionnaires were returned and accepted for the study.

The two populations were surveyed using the Title I Director Questionnaire and the Title I Reading Teacher Questionnaire. The data on the questionnaires were tabulated, converted to percentages, and reported in histograms. Data were also obtained from local project applications and evaluations.

Conclusions

Through examination of all of the data collected for the study the following conclusions were derived about Title I reading programs in North Carolina during the 1971-72 school year:

1. Less than half of the children who were eligible to participate in Title I programs actually participated.
2. Program planning and evaluation was done almost entirely at the central office level.
3. The largest single use of Title I funds was for salaries.
4. Some purchases on certain items and by certain LEAs were somewhat excessive.
5. Some of the Title I elementary reading teachers were inadequately prepared for the positions they held.
6. An effort has been made to raise the levels of teacher competency in Title I reading programs through in-service education.
7. Title I elementary reading teachers reported willingness to involve parents in their instructional programs to a greater degree than the parents were actually being involved.
8. More than 70 percent of the LEAs conducted Title I elementary reading programs during both the regular school year and summer school.
9. The Title I elementary reading programs could be divided into two types -- grouped and tutorial -- although most programs were grouped.
10. Although various types of vertical and horizontal organization were being tried, traditional patterns of graded structure and self-contained classes predominated in Title I elementary schools.
11. A large variety of materials was being used in Title I elementary reading instruction.
12. Because of inconsistencies in assessment little meaningful data on pupil achievement can be obtained from data submitted by LEAs to the state Title I office.
13. Reading achievement data from the LEAs tend to suggest that the average yearly gain for Title I pupils in reading is

between five and eight months.

14. Most of the materials purchased for Title I reading instruction were used and nearly all proposals were followed through to the full appropriation.

15. Because of the diversity of Title I programs in North Carolina no strengths were found to be statewide in scope. Potential strengths of the individual LEAs included: individuality of programs, in-service education, provision of additional professional and nonprofessional personnel, and provision of materials and equipment.

123. Hansma, Earl Arthur. American Indian Education: Law and Policy. University of Miami, 1972. 137p. Supervisor: Professor Gordon F. Foster. 72-31,908.

The purpose of this study was to clarify the legal and historical status of the Indian in relation to his education as it has been influenced by federal law and policy.

The matter of "Who is an Indian?" has never been definitively answered legislatively, judicially, or by administrative decision; the criteria appear to vary from one situation to another and usually are changed to the Indian's disadvantage. The degree of Indian blood, residence on a reservation, and being treated by the federal bureaucracy as an Indian have all been used as determinants.

Although the Indian is a citizen of the United States, general acts of Congress do not apply to him unless such intention is clearly manifested. State law and tribal law have force in certain minor situations. The peculiar legal status of the Indian and the exercise of jurisdiction over most Indian affairs by the federal government have left an unusual educational situation. He has almost no control over the education of his children, and this lack of control is reinforced by his own economic and educational disadvantage.

Assimilation in this study was used to refer to a unilateral process in which an individual or group completely relinquishes its own beliefs and behavior patterns and takes over the culture of another group, while acculturation was used to refer to the lesser modification of a culture in which certain cultural characteristics deemed desirable were retained.

Coercive assimilation has been the major policy of the federal government toward Indians and education the chief device utilized to achieve that end. There appears to be a countertrend, which has previously emerged on occasion, toward a policy of acculturation which is designed to leave the Indian a degree of self-government through his own institutions. Support for this policy has not been adequately funded nor made explicit by governmental action.

Conclusions

1. The legal status of the Indian as a person and as a citizen remains nebulous and, as a result, continues to confuse his educational status.

2. Jurisdiction over Indian affairs continues to be divided among federal, state, and tribal authorities with federal pre-emption a distinct possibility at all levels; jurisdictional uncertainties continue to confuse the Indian's educational status.

3. Assimilation has been the dominant policy of the federal government toward Indians and has led to an educational system unresponsive to Indian needs and desires.

4. The policy of assimilation is not likely to succeed short of Indian extermination.

5. A policy directed to self-government in order to succeed needs strong government support-particulary financial- and considerable time and effort.

6. One key to a successful shift in governmental policy from assimilation to self-government is an educational program that includes bicultural and bilingual programs, and culturally-oriented methods, materials, and teachers for Indians of all age levels directed to their playing a role in self-government if they so choose.

124. Larson, Bernard Arthur. Equal Protection Of the Law and Equality Of Educational Opportunity. University of Minnesota, 1972. 241p. Adviser: Clifford Pl Hooker. 73-10,595.

The purpose of this study was to investigate the judicial decisions of appellate courts that applied the equal protection clause of the Fourteenth Amendment in equality of educational opportunity cases in which students in the public schools had charged that the state had discriminated against them. To accomplish this, court cases were studied which pertained to paraphernalia for instruction, policies for school operation, school personnel, and school programs. The study of litigation in the areas of school finance and school segregation per se was omitted.

The method of research used was the identification of primary legal sources pertinent to the study through the use of the American Digest System and the cases were located in the state reports and the National Reporter System. The cases were analyzed, briefed, and classified in the four categories of the study. Additional information relating to the background of the cases and the educational problems before the appellate courts was obtained by studying the decisions of the district courts. Secondary sources, needed especially to define legal and educational concepts, included periodicals, books and law reviews.

The study revealed that educators do not have an acceptable definition of equality of educational opportunity, thus, courts do not have a judically manageable standard in trying cases. The courts have a penchant for using the equal protection rather than the due process clause of the Fourteenth Amendment in opportunity cases although the Supreme Court has not specifically defined either concept. By judicial usage, substantive due process is concerned with the establishment of minimum standards

while equal protection, being used more idealistically, is concerned with equality.

The courts use the traditional test of rationality to determine constitutionality of state action in educational opportunity cases. A stricter contemporary standard involving close judicial scrutiny is used when a classification is invidious, suspect, or affects a fundamental interest. A state must have a compelling state purpose to justify discrimination when a fundamental interest is involved. The Supreme Court has not determined that education is a fundamental interest.

On the basis of the decisions reported in this study, it can be concluded that the equal protection clause as it has been applied to equality of educational opportunity cases has had a gradual but positive affect in providing more equitable factors of education for students. The courts' attacts on discriminatory education in the schools can be categorized into four phases. From the turn of the century to the middle 1930's the courts compared the physical factors of education and arrived at a general conclusion of fairness. From the 1930's to Brown in 1954, the courts' interests in educational paraphernalia, policies, personnel and programs were specific and required equity in all factors. After Brown, the courts' emphases were turned by sociological findings to the education of the poor and racial minorities and, consequently, the judiciary sought educational tools that desegregated and were non-discriminatory. The fourth phase, now beginning, directs the courts' attentions to the inequities of the indirect educational factor of fiscal resources among the states' districts.

The slowness of the progress to provide equality of educational opportunity implies certain failings of the educational and judicial systems. There is a need for specific definitions of terms. There is a need for the agents of the states to implement the courts' present decrees with all due speed. The day when students will enjoy an equal educational opportunity will arrive sooner if the states' legislatures enact statutes that eliminate discrimination wherever it exists.

125. Reid, Leslie Wayne. A History Of the Education Of the Ute Indians, 1847-1905. University of Utah, 1972. 204p. Chairman: Dr. E.T. Demars. 72-23,606.

The purpose of this study is to record the events in the development of Ute Indian education in Utah between the years 1847 and 1905. What the Mormon Church and the federal government contributed in this respect through educational contributions at different times especially between the years 1847 and 1905 is of note.

The primary method of research is that of examining original sources of information of Utes. This information was gathered by both library and field work. Library research was greatly assisted by the utilization of the compiled research of the Duke Oral History

collection. Copies of each report of the Commissioners' of Indian Affairs were obtained whenever they related to Ute history. Newspapers of the day were thoroughly examined for their content of Ute material.

This study is organized by dividing the fifty-eight years into three specifically disignated sections of time. These are 1847 to 1865, 1866 to 1880, and 1881 to 1905. Changes due to cultural traits or influences by white men frequently provided distinct breaks in continuity. Also, early Ute history and customs were examined to establish an insight into their general character. This paper placed particular emphasis upon those who were served in the Uintah-Ouray Reservation.

After a general overview of national policies regarding Indian assimilation from 1847 to 1905, there is a brief treatment of early Ute history.

Reports help explain the problems the early Indian educators faced. Some of these problems encountered were the negative views of the parents, the harsh environment, fear of allotment, and lack of adequate supplies.

It was found that though the educational reformers moved with intense optimism, the returns from these programs were most disappointing in Anglo terms. Nor did the earnest efforts of the Mormon missionaries spark any wholesale conversion to Christianity.

Also discovered was that severalty did not inspire the hunter to become a self-sufficient farmer despite education. Changing education from informal lessons around the Indian campfires to fairly modern schoolhouse was a formative task. Consequently, despite the odds, fair progress was made overall. To start from nothing and progress as far as the educators and agents did is remarkable.

Once reservations were established, education became more formal. The key man in the reservation schools was the agent. Hampered by great odds, the early employees were poor to say the least. Even the more gifted became discouraged with the irregular attendance, failure to secure proper teaching supplies, the disatrous epidemics which swept the schools, the complete lack of understanding of the English language by the children, or failure to adopt the wisest measures to secure the best results.

As a rule those Ute children who attended regularly improved. In a marked degree they were influenced by the school. Despite this success the settlers were forced to conclude that it would take generations of education before the Ute could be transformed into a white culture.

In general the Mormon and other settlers in the area gave the Ute the kind of treatment no worse, yet most assuredly no better than other encounters in other parts of the west. Eventually by 1905 a major section of the Utes' reservation was thrown open for white settlement. Once this happened many of the achievements of the early Ute schools were laid to waste. Land speculation and Ute education closely parallel each other.

126. Stockman, Wallace Henry. Historical Perspectives Of Federal Educational Promises and Performance Among the Fort Berthold Indians. University of Colorado, 1972. 364p. Supervisor: Professor Mehdi Nakosteen. 72-25,221.

This study concerns Federal Indian Law-its social origins, its growth and direction, and its effectiveness among the Three Affiliated Tribes of the Fort Berthold Indian Reservation located in North Dakota. It is also concerned with education-its function in the acculturation process of the Fort Berthold Indians, its successes and failures, and the rise of a school system. Education is broadly defined in terms of socialization.

Official government documents and publications, books, magazines and dissertations have been examined and personal interviews have been conducted in the process of compiling the material included in this study.

The Fort Berthold people have consistently been friendly with the Federal Government, as well as with the white population, in spite of the changes brought about by cultural diffusion. With the extinction of the buffalo, hunting gave way to herding as a means of sustaining their subsistent economy. Agricultural practices, which have always been a part of their livelihood, are being upgraded, resulting in a current income of $4,070. per household.

Although these tribes have been in contact with the whites since 1737, the first permanent, long lasting association came with the establishment of an army post at Fort Berthold in 1867. Since then, there has been continual contact between the two cultural groups.

The large numbers of Indians who comprised the original Three Tribes were decimated by diseases of the white man. Modern sanitation and an awareness of nutritional needs have made possible a gradual increase in population, the most rapid growth coming in the last twenty years. The present Indian population totals 2,750, with a birth rate of forty per thousand, and a death rate of nine per thousand. Their present estimated lifespan is fifty five years.

With the establishment of schools in the early 1870's, formal education was introduced to the Indians. The effectiveness of these schools, whether conducted by public or private interests, has varied over the ye rs. The current educational level is approximately at the tenth grade level. In fiscal 1971, there were 1,200 Indian attending elementary schools, 500 in high schools, 125 in college, and 45 in vocational schools.

During the early 1950's, approximately ninety percent of the Fort Berthold residents were forced to leave homes which had been established on the Missouri river bottoms for several hundred years. They established new homes at a higher elevation on submarginal land to make room for the Garrison Reservoir, a large lake which was formed on the upper side of the Garrison Dam. Since the new home locations were scattered throughout the remaining reservation, the old communication systems were broken up and new ones had to be developed. The Indians are gradually migrating to newly formed population centers and homes are currently being built for many of them there.

The Fort Berthold people are currently experiencing major social changes which might stimulate them to develop and to support a social system capable of solving their economic, political, religious, educational, and family problems.

One of the problems which must be considered is that of population growth, which as levelled off at seventeen per thousand. In its present state of economic development, the reservation cannot support either the existing population or the projected increase. There is a need for industrial expansion or considerable "out-migration."

Social changes must be intrinsically motivated and cannot be forced from the outside, as demonstrated in historical data included in this study. Government programs must be originated and administered by the Indians. On the other hand, Indians have often failed to take advantage of opportunities for self-help, some preferring to live as dependents of the Government. Large expenditures of money, programming, education, and patience will be required to change the social system. The investment of money has to be made in terms of these peoples' intrinsic needs as well as of their extrinsic needs. The present "Grant in Aid" Government programs, as well as the current policies of the Bureau of Indian Affairs, seem to be following this philosophy.

School Organization
Private Schools

127. Buie, James Allen. An Investigation and Analysis Of Selected Characteristics Of Students Who Withdrew From the Goldsboro City Schools System To Attend Independent Schools. Duke University, 1972. 190p. Chairman: R.A. Pittillo, Jr. 72-23,227.

The primary purpose of this study was to investigate and analyze selected characteristics of students who withdrew from the Goldsboro City Schools system to attend independent schools.

To deduce what kinds of students had withdrawn from the Goldsboro City Schools to attend nearby independent schools, two sample populations were obtained. The independent school sample was composed of 325 students in grades two through ten. The public school of 1,662 students, 686 white and 976 black, was drawn from students of the Goldsboro City Schools systems enrolled in grades two, four, and six. The principal source of data was student cumulative folders from which personal and test information were taken. The data were presented in tables, and comparisons of numbers, percents, means, modes, and average deviations from established test norms were made between the two sample populations. The T-statistic was employed to determine if there were significant differences between independent school students and public school students, relative to group mean intelligence quotients and group average deviation achievement scores.

Of the sample of 325 independent school students, the following significant findings were derived: (1) About 50 percent withdrew from Goldsboro's two most prestigious elementary schools, (2) Approximately 88 percent were in grades two through seven when they withdrew from the Goldsboro City Schools system, (3) About 85 percent withdrew from the Goldsboro City Schools system without ever attending a fully desegregated school, and (4) Forty-eight percent were male, and 52 percent were female.

Comparisons of the mean intelligence quotient of independent school students with that of Goldsboro City Schools white students, black students, and the composite white and black students revealed that the independent school students scored higher on intelligence tests than each of the public school groups of students at the 0.1 percent level of confidence.

To compare achievement performance of independent school students and Goldsboro City School students, the sample populations were subdivided into elementary and secondary school students so that statistical comparisons could be made for the different levels. From comparisons of average deviation achievement scores earned by independent school students, Goldsboro City Schools white students, and Goldsboro City Schools composite white and black students on the reading comprehension and mathematical computation subtests and on the battery median measure of the Stanford Achievement Test, the following conclusions

were drawn: (1) Independent school students were statistically higher achievers than Goldsboro City Schools white students at the 0.1 percent level of confidence for every comparison except in mathematics. In mathematics, significant differences in average deviation scores of elementary, secondary, and combined elementary and secondary level independent school students and corresponding groups of Goldsboro City Schools white students, respectively, were (a) none, (b) 215, and (c) 5. (2) Indenpendent school students were statistically higher achievers than Goldsboro City Schools composite white and black students for every comparison at the 0.1 percent level of confidence.

Approximately 40 percent of the independent school students had a head of household with some college, college degree, or professional educational background, compared to 13 percent of the Goldsboro City Schools students. Also, 54 percent of the independent school students had a head of household engaged in a professional, managerial, or self-employed occupation, compared to 12 percent of the Goldsboro City Schools students. About 42 percent of the independent school students and Goldsboro City School students, respectively, had a head of household who was Baptist. Thirty-five percent of the independent school students, however, had head of household who was Presbyterian, Methodist, or Episcopalian compared to about 17 percent of the Goldsboro City Schools students.

Finally, it was concluded that the Goldsboro City Schools systems had suffered some financially due to its loss of about 750 students to independent schools and that the school system may suffer more financially in the future if key members of the community withhold their support from the public school system.

128. Woodley, Cornett. A Cross-Denominational Study Of Settlement Institutions In Southeastern Kentucky Offering Secondary Education Programs in 1970. George Peabody College for Teachers. 1972. 154p. Major Professor: Jack Allen. 72-25,407.

Private schools, in diverse forms and under various agencies of control, have existed in the United States since the earliest days of settlement. Each kind appeared at a particular time in response to a specific need. The first private schools in America were founded around the middle of the seventeenth century. These so-called private-venture schools emerged in the larger towns in response to the demand for a more practical type of education.

Private-venture schools were gradually replaced by the academy, a private institution which became the prevailing American secondary school throughout most of the nineteenth century. In spite of its long tenure and widespread influence, the academy made little headway in the isolated areas of Appalachia. In much of this region, the task of providing formal education became the

assignment of another kind of private school, the Settlement Institution.

During the period from 1875 to 1929, numerous examples of Settlement Institutions were established in the Southern Applachian Highlands. Several were sponsored by private individuals or groups; the majority were founded by various church denominations. In attempting to meet what they felt were the imperative needs of the people in their respective areas, the institution promoters initiated and developed a variety of economic, leisure activity, health, residential care and communications programs and services. A minimum of thirty-four Settlement Institutions provided educational preparation in various forms, including preschool training, elementary schools, secondary programs, education for the handicapped and schools for the mentally retarded.

Several Eastern Kentucky settlement schools were founded by religious denominations. Among these groups were Methodists, Presbyterians, Christians (Disciples of Christ), Seventh Day Adventists and the "Dutch" Reformed Church in America. Practically all major churches established one or more of this type.

Many church supported settlement schools resembled the academies of an earlier era. Both tended to appeal to those who did not do well in the public schools and to those whom the public schools failed to satisfy. As a boarding school so situated that the students had to live on campus, the settlement school, like the academy, was peculiarly suited to a rural society.

Similar in some respects, the academy and settlement school were noticeably different in others. Unlike the academy, the settlement school was established as a nonprofit organization. It was less expensive than the academy and recruited most of its students from the immediate area. The academy clientele came from widely separated places and was largely drawn from the upper middle classes. The majority of settlement school pupils came from land poor, lower class families.

During the past twenty years, the number of church affiliated secondary settlement schools has steadily declined. Some have been phased out of existence; others have been absorbed by county school systems. In 1957 there were thirteen Settlement Institutions in Eastern Kentucky offering state accredited education programs. Ten of the thirteen were sponsored by some church denomination. In 1970 only five of the ten were still functioning as private entities. Four of the five, Annville Institute, Annville, Kentucky; Hazel Green Academy, Hazel Green Kentucky; Oneida Institute, Oneida, Kentucky: and Red Bird High School, Beverly, Kentucky, were included in this study. Ostensibly established to provide a Christian education for the sons and daughters of Kentucky mountaineers, these schools eventually became college preparatory ~~institutions~~. All attempted to provide some vocational and industrial education. Forty to sixty per cent of the graduates pursued some fomr of higher education. In contrast to their parents and guardians, recent graduates have tended to enter professional and particularly semiprofessional fields, rather than blue collar or agricultural occupations.

Subject Index
(by citation number)

Busing	30, 36, 41, 42, 86
Community	37, 40, 42, 44, 45, 46, 48, 52, 58, 60, 62, 63, 64, 93, 127
Cultural Influences	15, 45, 47, 49, 55, 117
Ethnicity	60
Family	22, 55
Parents	42, 44, 55, 61, 82, 85, 111
Socioeconomic status	26, 33, 82, 100, 109
Values	37, 50, 57
Cultural Pluralism	51, 59
Educational Assessment	62, 64, 72, 73, 74, 75, 76, 79, 81, 82, 86, 88, 104, 116, 117, 119, 121, 122
Models	78, 113
ESEA	
Title I	22, 65, 66, 69, 79, 96, 118, 119
Title III	94
Assessment model	77
Ethnic Groups	
Anglo	27, 29, 64, 81
Black	18, 24, 28, 29, 33, 35, 37, 58, 60, 64, 99, 114, 121
Indian American	15, 16, 17, 19, 45, 49, 52, 55, 71, 72, 73, 75, 76, 89, 95, 103, 104, 112, 115, 116, 117, 120, 123, 125, 126
Irish	60
Italian	60
Mexican American	29, 51, 64
Russian	47
Exceptional Children	89, 96
Head Start	83
History of Education	39, 49, 114, 116, 119, 120, 121, 123, 125, 126, 128
Inner City Education	30, 37, 46, 48, 101, 107, 121
Language	17, 19, 23, 91, 122
Bilingualism	98, 103

Subject Index -- continued

Law and Education 1, 2, 23, 68, 115, 116, 123, 124, 126

- Democracy 50
- Political activity 37, 60
- Teacher strikes 62
- Vouchers 61

Philosophy of Education 59

Prejudicial Attitudes 14, 20, 27, 30, 32, 40, 43, 57, 58, 90, 108, 111

Rural Education 15, 47, 49, 71, 75, 120

School Climate 107, 108, 109, 110, 112, 113

- Violence 110, 111

School Integration

- Administrator 6, 11, 92, 97
- Student/student 21, 26, 27, 31, 34, 82, 85, 108
- Student/teacher 4, 5, 91
- Teacher 7, 14
- Teacher/administrator 13

School Level

- Elementary 13, 17, 19, 20, 24, 26, 28, 29, 31, 33, 35, 44, 54, 74 79, 80, 84, 86, 91, 99, 109, 118, 122, 127
- Junior High 80, 98, 105, 112
- Secondary 7, 8, 11, 14, 16, 18, 21, 22, 23, 25, 27, 30, 32, 34, 80, 82, 88, 91, 97, 100, 102, 106, 119, 128

School Organization 45, 48, 49, 50, 63, 64, 73, 79, 91, 93, 94, 100, 101, 102, 105, 106, 107, 113, 115, 120, 121

- Alternative education 46, 53, 54, 58, 64, 71, 84, 106, 127, 128
- Curriculum 58, 105
- Decentralization 62
- School size 87, 102

Staff

- Administrators 3, 6, 10, 11, 44, 63, 74, 76, 80, 92, 94, 96, 97, 113, 120
- Paraprofessionals 56, 93
- Teachers 3, 5, 7, 8, 9, 12, 13, 14, 60, 85, 90, 91, 94, 99, 100, 101, 102, 104, 107, 111

Students

- Achievement 15, 19, 22, 29, 56, 87, 99, 103, 109, 112
- Attitudes 20, 25, 27, 34, 80, 82, 85, 112
- Behavior 4, 34, 56, 80
- Intelligence 28
- Self concept 16, 18, 20, 24, 26, 31, 33

Author Index
(by citation number)

Abraham, Cleo	121	Howard, Michael E.	66
Albert, Sylvio H.	19	Hoyt, Milton	116
Alexander, Michael D.	65	Hurd, Deane E.	95
Anderson, Donald H.	52	Ingster, Bernard	46
Ayling, Richard H.	21	Jack, O'Dell E.	2
Barnes, Thomas G.	42	Jackson, Curtis E.	73
Barney, Harold D.	76	James, Doyle H.	18
Barnhardt, Raymond J.	104	Jarvis, Richard J.	96
Benham, William J., Jr.	72	Johnson, Henry M.	114
Bidol, Patricia A.F.	90	Kean, Michael H.	110
Black, Paul H.	37	Keith, Leroy	48
Boothe, James W.	91	King, Alfred R.	71
Bowden, Delbert A.	106	Kuhn, Kenneth C.	26
Buie, James A.	127	La Chat, Mary Ann	27
Buntin, James C., II	53	La Follette, Maurice C.	66
Bushey, Gilbert R.	54	Lammers, Donald M.	16
Calinger, Walter M.	3	Larson, Bernard A.	124
Casebolt, Ralph	55	Leonard, John T.	57
Castrale, Remo	79	Lockhart, Lillie M.	111
Cloyd, Thomas H.	80	Lombardi, Thomas P.	17
Cochran, Robert B.	5	Lopez, Thomas R.	51
Colquit, Jesse L.	6	Lauderman, William C.	9
Cook, Marjorie A.	81	McClain, Benjamin R.	97
Cox, George W.	7	McColgan, Michael D.	98
Craighead, Robert C.	67	Maimon, Morton A.	84
Crain, Harold	22	Marshall, Daniel W.	112
Darnell, Frank	120	Marshall, Walter W.	99
Del Gaudio, Jerome	105	Martin, Floyd H.	58
DeMott, Frank L.	82	Mather, David L.	85
Doan, Robert L.	118	Maxcy, Spence J.	59
English, Thomas E.	107	Menatian, Steve	60
Eubanks, Eugene E.	8	Mestas, Leonard J.	89
Failey, Willie D.	23	Miller, Harold J.	15
Fischbacher, Theodore	115	Miller, Reed K.	69
Fisher, Gilbert M.	92	Monahan, William W., Jr.	102
Fisher, Maurice D.	78	Moorehead, Nona F.	28
French, Jeana T.	24	Mornell, Eugene S.	10
Funderburk, Henry M.	122	Morrison, Grant A.	29
Gendron, Eldridge J.	36	Neff, Russell C.	103
Gentry, Bobby F.	93	Nelson, Ralph T.	100
Gutiérrez, Arturo L.	83	Nicholson, Sara C.	86
Hall, Burnis	25	Orr, Joseph A.	11
Hankerson, Henry E.	56	Orson, Claire M.	20
Hansma, Earl A.	123	Owen, James E.	12
Harned, Roger J.	43	Peelle, Carolyn C.	30
Harris, Theodore R.	38	Pillman, Dorothy M.	77
Harrison, Jo Ann S.	108	Pinkney, Hallowed B.	13
Henderson, Ronald D.	109	Piwko, Robert J.	44
Herget, Robert L.	94	Ramsey, Tracy W.	14
Hogan, John C.	68	Reardon, Thomas F.	119

Author Index -- continued

Reardon, Thomas F.	119
Reid, Leslie W.	125
Richardson, John C.	4
Roberts, Raymond L.	61
Rothbell, Sheldon B.	62
Ruiz, Eleazar M.	41
Sabey, Ralph H.	47
Sanford, Gregory R.	49
Sephton, Marion D.	70
Sewell, Orville E.	101
Sexton, Michael J.	113
Silcot, Harry C.	39
Stockman, Wallace H.	126
Strang, William J.	31
Stull, James C.	117
Terrell, Raymond D.	32
Thompson, Almose A.	87
Tyrrell, Frank E.	74
Underwood, Jerald R.	75
Wash, Brenda D.	33
Washburn, David E.	50
Weisberg, Alan P.	63
Williams, Everett J.	64
Willnus, Harry G.	34
Wilson, Jean B.R.	40
Winstead, John C.	35
Wolcott, Harry F.	45
Woodley, Everett	128
Zellmer, Kathleen O.	88

Institution Index
(by citation number)

Alabama, University of	31, 67
American University	88
Arizona, University of	17, 50
Arizona State University	115
Auburn University	12
Ball State University	6, 118
California, University of, at Berkeley	76, 102
California, University of, at Los Angeles	33, 40, 68, 87, 99
Claremont Graduate School	10
Colorado, University of	116, 126
Columbia University	27, 62, 81, 96, 98, 119
Denver, University of	112
Duke University	127
Florida State University	11, 13, 24, 82, 85
George Peabody College for Teachers	14, 128
Houston, University of	29
Idaho, University of	100, 103
Illinois, University of, at Urbana/Champaign	94
Indiana University	48, 54, 59, 65
Iowa, University of	113
John Hopkins University	38
Kentucky, University of	4
LeHigh University	19
Massachusetts, University of	30, 58, 93, 121
Miami, University of	20, 36, 123
Michigan, University of	2, 53, 56, 90, 92, 97, 108
Michigan State University	8, 21, 42, 64, 109
Minnesota, University of	43, 52, 124
Mississippi State University	5, 23, 28
Nebraska, University of	66
New Mexico, University of	49, 51, 80
North Carolina, University of at Chapel Hill	122
North Dakota, University of	15
North Texas State University	86
Northern Colorado, University of	55, 89, 95
Northern Michigan University	91
Northwestern University	37, 106
Ohio State University	3, 57, 110
Oklahoma, University of	22, 72, 75
Oklahoma State University	61, 107
Oregon, University of	47, 104
Pennsylvania, University of	84
Pennsylvania State University	60
Pittsburgh, University of	111
Rutgers University	46
St. Louis University	77, 105
Southern California, University of	41, 74, 101

Institution Index -- continued

Southern Illinois University	79
Southern Mississippi, University of	18, 70
Stanford University	1, 45, 63, 71
Syracuse University	16, 26
Temple University	39
Toledo, University of	117
Tennessee, University of	7, 25, 35
Texas, University of, at Austin	83
Utah, University of	69, 73, 125
Virginia, Univerisity of	78
Wayne State University	9, 32, 34, 44, 120
Western Michigan University	91
Yale University	114